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The Kindergarten PRIMARY Magazine

SEPTEMBER, 1914

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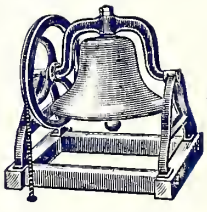
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—PRIMARY—
MAGAZINE



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J. H. SHULTS, MANAGER.

SEPTEMBER, 1914. **VOL. XXVII—No. 1**

EDITORIAL NOTES

"Es fer war, I call it murder;
There yer hev it, plain and flat.
I don't need to go no furder
Than my testayment fer that."

OH judgments! thou art flown to brutish beasts; and men have lost their reason."

WE are pleased to continue the department by Grace Dow. It has been an inspiration to rural teachers.

AN excellent series entitled "Toy Making in the Kindergarten," by John Y. Dunlop, of Glasgow, Scotland, is begun in this issue.

WE are pleased to present another article, from the pen of Dr. W. N. Hailmann in this issue. Dr. Hailmann has recently moved to California.

WE feel certain that the picture study series, by Mary E. Cotting, begun in this issue, will prove helpful to all trainers of little children.

WE are re-publishing in this issue helpful articles by Lillian Claxton North, on Clay Modeling. They will be concluded in the October number.

WE purpose to give in each issue this year a full page illustration for little children, by Marguerite B. Sutton, of Dansville, New York, relating to language and story lessons.

WE give in this issue a portion of a most excellent address, by Luella A. Palmer entitled, "Standards for Kindergarten Training." The remainder of the address will appear next month.

THE article on Mother's Meetings, by Dr. Jenny B. Merrill, which appears in this issue, should be carefully read and studied by every Kindergartner. Her valuable program suggestions are continued.

IN these troublesome times of war between many nations, what must be the attitude of the teacher having pupils of foreign parentage within her room; certainly one of neutrality as regards the interests of the nations involved, but incidentally a horror of war and strife of every form may be inculcated and a love of peace and good will fostered.

WE shall be glad to hear from our subscribers as to whether or not they would like us to continue the small pictures which appeared with each issue of our magazine last year. Were you able to make *practical use of these?* Have you any preference as to subject? Just consider this a *personal invitation* to *you*, to express your preference in the matter.

MISS BERTHA JOHNSTON, editor of the Committee of the Whole, earnestly solicits correspondence from kindergartners primary and rural teachers relative to any problems which confront them in their work with little children. All communications will be answered in her department without charge, in the hope that in this way the department may become more and more helpful to kindergartners and primary teachers.

Primary teachers, and teachers in ungraded schools should seize every opportunity to become familiar with kindergarten methods. Without this knowledge it is impossible to do the best work in your schools. Make it a point to read everything you can find on the subjects, and if possible, take a course in some good training school. The expenditure both as to time and funds can, in our opinion, be made most profitable.

Is it possible for any kindergartner and primary teacher, in fact any one in any calling or profession, to make a real success of their work unless they have learned to love it? Is it not true of every really successful person that they have found pleasure, real enjoyment, in their work? Then let us learn to love teaching or plan to quit it. We can not do our best by the children, we can not do as well by the children as they deserve unless in the main our labor is one of love. Of course, there will be times when discouragement and discontent seem to overwhelm us, but in the main, if we are to really do God's work with these precious souls it must be a labor of love, and it can be if we so will. While teaching many lessons, let us learn this for ourselves.

THE KINDERGARTEN-PRIMARY MAGAZINE

CURRENT EDUCATIONAL THOUGHT

FROM SUCCESSFUL AMERICAN EDUCATORS

A LIBERAL EDUCATION.

D.R ALEXANDER MEIKLEJOHN
PRESIDENT OF AMHERST COLLEGE

Excerpt from address delivered at I. K. U. convention, Springfield:

The liberal college stands for a definite educational principle. The liberal element throughout its entire scheme of education is threatened; we have a fight on our hands, but if we do our duty we will fight the battle and so win. The critics say: The old New England college was founded for the purpose of training ministers; the early settlers wanted men to fill the pulpit and the liberal college grew out of that demand for religious leadership. The critics also argue from statistics to prove their point. Amherst was founded largely for the training of ministers and last year less than 2 per cent of our graduates were preparing for the ministry. Fifty per cent went into business and 65 per cent into business and law combined.

This being so, the critics say, What do you want of your old college now? York work has disappeared. Now the ministers are trained in the theological schools. The time has come, so is the cry, for the professional schools. The day of the old school has gone by.

The worst of this is that these specious pleaders have gotten the ear of our students as they come into college without faith in the old training; they come with faith in athletics, social activities, etc., but they come wthout faith in liberal training and if this continues the day of the old college is done. But the old liberal college built up the civilization of New England and woe to New England when the liberal eollege goes.

But was the old New England college for the training of ministers? It trained for four professions—the teacher, lawyer, physician and minister; also the business man often went there for training. Was it a limited, narrow school? No, it was not, for the New England college did not prepare the minister to preach merely, to shut himself up in his church. No, the minister was prepared by the college to be the leader and man of ideas who could take a proposition, understand and analyze it. And the function of the liberal college today is just that, to train for leadership whatever the profession and to know, analyze, gain ideas. It is our gospel today that our common life together cannot be lived successfully unless we are trained to understand and to think correctly; this is the principle on which our society depends. The gospel is that knowledge pays in human living. Men have no doubt now that knowledge pays in special callings and the utmost pains are taken in preparation for special callings. The creed of the liberal college is that in the human life, as a whole, knowledge pays.

There are those who prefer that their boys should not know much about religion even while they were most desirous that they thoroughly understand business. Other fathers want their boys to be trained in special work, but not awakened to the claims of sociology. But the liberal college stands today just as it has and will on the fundamental belief that if men understand, they can live better and can build better; that if they understand human living they can think, choose and live better. We stand for the study of human experiences as a whole. Proceeding to the question why knowledge is not sought after, President Meiklejohn stated that, as the boy in the story told his father: "Thinking ain't no good," it is often because a misapprehension in regard to it exists.

How many people in our communities believe that? They want to do and have us do things, but they have no faith in thinking, or, in other words, "Thinking ain't no good." To use a popular figure of the football field, people too often believe that thinking has only one leg to stand on. As in the game you can hold the fellow if you catch him with one leg, so just that trick is played on the intellectual processes.

How does thinking come? Only as men come to a difficulty and then find a way out of the difficulty. With your difficulty before you, you find out what is the matter. You discover a new principle. People regard thinking as ending in a book, but there is one place in the world where you cannot find knowledge, and that is in the book. Your writer has another task than that of writing his book; he must take you back to the situation. Only as man learns to explain his experiences, only as man works out a situation does knowledge do its work. With that as the test, we are ready to let the liberal college come up for examination. Has the liberal college in the history of our country justified itself?

Do our boys as they come out of our college justify it by their lives? If they do not live better lives, then let the liberal college go. I, for one, have no desire to spend much time in it. I believe that just as far as we teachers can give to boys and girls an appreciation of their lives, an understanding of their experience and a knowledge of their conditions and make them understand, then they will be better and will live better. I preach your gospel to the college and I in turn ask you to start your pupils along the line of educational work with some bits of faith in intellectual training. Boys come out of our schools with but little faith in thinking and if you can give them faith in knowledge and insight then this that you do will be equal to anything which you can do for the training of your children.

THE MECHANICAL MIND.

Dr. John Greer Hibben

PRESIDENT OF PRINCETON UNIVERSITY

"Whatever may be the method employed in the various stages of education, whether in the kindergarten, the secondary school or the college, there is always one and the same end—the awakening of the mind. To make work play, and play work, to lead the child unconsciously into the surprise of discovery, to simulate the intellectual curiosity and interests of the youth, to train the powers of observation, to co-ordinate the hand and eye in the various tasks of skill and precision, these and all other educational devices whatsoever are merely means and should never be regarded as ends in themselves. They have value only so far as they tend to communicate the spirit of life to the operations of the mind power of reason. An educational method which fails to realize this supreme end cannot justify itself. It may give to the mind a certain mechanical facility, but it is incapable of developing it as a living organism.

"All theories of education may be divided into two classes—those which create this living mind and those which produce what may be characterized as the mechanical mind. It may be said that this phrase—'the mechanical mind' is a contradiction in terms, because it is of the essential nature of the mind that it should be instinct with life. The pity of it is that we may so train the mind that it no longer functions as a living thing, but its activities deteriorate into the operations of a mere machine.

"It is the characteristic feature of a machine that it is capable of turning out a certain product according to an exact program. The machine itself may be admirably adapted to a particular series of operations, but because it is a machine it possesses no power of expressing itself beyond the restricted routine that has been designed for it. It may accomplish its particular task supremely well, but it is helpless in the face of emergency. Nor can it avail itself of the passing opportunity. What the machine does is something which has been thought out by others and wrought into its own mechanism. It has no power of initiative, and no life within itself. A spirit outside must give it energy and driving power.

"We draw the distinction between various articles which are machine made and those which are hand-made. The superiority of the latter consists in the fact that the hand has been guided by the brain, which, because it is free, gives to the hand the freedom of life. It is a sad state of affairs, however, when even the product of the hand itself must be confessed to be machine made; for the hand is merely a machine when the brain which controls it works only in a mechanical way. Consequently the work of the hand, the letter, the poem, the painting, the statue, whatever it may be, bears the unmistakable marks of a mechanical origin.

"The mind is exposed to a peculiar danger in its development, owing to the fact that there is a certain economy of the mental processes which tends to make all the habitual activities of the mind mechanical and automatic, as in walking, the playing of a piano, adding a column of figures and the like. Morcover, all of our unconscious life is carried on by these mechanical adjustments. As our actions become more and more automatic the control of them becomes less and less conscious, consequently the habitual set of activities which form the daily routine can be wholly directed in a mechanical manner by the lower nerve centers, so that the control of the skilled hand in the most delicate and complex manipulation can be directed exclusively by the nerve centers of the spinal cord. The brain can very easily be eliminated when it is no longer actively exercised and the habit of a complete detachment readily follows.

"We become machines when the activities of life are no longer directed by the higher brain centers. The very fact that the lower centers can care for the ordinary routine movements of the human body makes it possible for us to disconnect the great central office of the brain and reduce our living to a merely mechanical order of existence. Where there is central control, however, there is an indefinite variety of possibilities, new adjustments, new adaptations, new associations, which give life to thought and vigor to action.

"There are many human beings who from birth are doomed to the fate of animal machines because of their deficient or impaired brain power or the untoward circumstances of their birth and breeding. But while this is true, it does not follow that we should so conceive and plan our methods of education as to cultivate this tendency among the children of our public schools. On the contrary a most solemn obligation rests upon those who are responsible for the methods of school training to devise some means of freeing the mind from a slavish dependence upon rule and routine, in the case of those, at least, for whom a machine-like existence is not altogether inevitable.

"Whatever has been accomplished in the world of significant value, its notable achievements, its progressive development, its valuable works of hand and brain have been due wholly to the power of living thought and never to mechanical activities and automatic reactions of the brain. It, therefore, seems only fair to the child that he should be given a chance to develop his mental powers in the only way which the history of human achievement itself can justify. It is the living mind which has dominated the world, and every complete theory of education should provide for the possibility of developing, to some slight degree at least, this supreme power. Now the period of education is peculiarly the time for the awakening of the slumbering mind and for stimulating the brain cells into vigorous activity, causing even the brain itself to expand

with its expanding powers. It is the particular function of the teacher to call forth the spirit of life within the child. Whatever lessons may be taught, the great central teaching of life must not be forgotten or ignored, or regarded as merely secondary —namely, the solicitous care and training of the powers of reasoning. The brain, the eye, the hand must be nicely co-ordinated; but let no one deceive himself with the prevalent modern fallacy, that the eye and hand can be trained, while the central factor of the combination, the brain itself, be left out of account altogether.

"I do not wish to criticize the value of manual training or of vocational study; they are most admirable in their place, provided the task which is taught is not dissociated from the directive, compelling and creative power of the mind. It is a tragedy, indeed, for the child to narrow down to the special activities of a trade before the mind has had a chance to find itself and assume permanent control of the operations of the eye and of the hand.

"In emphasizing the necessity of quickening the life of reason as the end of all education, it may be well to point out the characteristic features of reason. Even a mere statement of the function of reason in the life of the mind will tend to emphasize its essential significance and importance. The peculiar power of reason is due to the fact that by the reason the mind is able to liberate the essential idea contained in any particular experience, and thus to seize upon its universal meaning. With a grasp of the universal significance of an idea, the mind is consequently in a position to give it a deeper interpretation and wider range of application. It is the reason which holds tenaciously to an idea and follows it persistently in spite of varying contexts and widely different settings. It is reason which sees similarity in spite of difference and difference in spite of similarity, which is capable of applyng a new idea to old circumstances, and new circumstances to an old idea. Where reason controls, a man is no longer the slave either to ideas on the one hand, or to circumstances on the other. He is free, creative, resourceful, both as regards himself and his environment. Moreover it is through the living activity of reason that we are able to discern about us in any actual situation the surrounding area also of the possible. The mind which is alert to discriminate between what is and what may be is never shut out to one method of procedure. It possesses a potentiality of initiative. It is singularly sensitive to defects and deficiencies, and finds itself under a law of inner compulsion to seek progress and improvement at all hazards. With the living mind there is always a certain divine discontent. Call it ambition or aspiration, or the spirt of enterprise, or what you will, it is always the sign of life. It is the promise and potency of creative power. It is of the very nature to create, to produce, to command. Wherever this function is subordinated, reason at once abrogates this power to automatic and mechanical control. Reason is always deadened by unreflective, slavish initiation, and on the other hand thrives on the difficulties which tend to provoke inventive originality.

"Such being the high offices of reason, I maintain that it is our duty in every phase of the teaching profession to cultivate in the minds of our students those living sources of power. It is true that the process of education can be most conveniently carried on and can be most plausibly justified by neglecting this fostering care of the mind itself, or at least, by relegating it to a secondary place and endeavoring the rather to emphasize the value of certain particular pursuits which can be learned by imitation and the unquestioning and unreasoning pursuit of the thoughts and methods of others. It is easier to be superficial than to be thorough and to plow deeply into the lower levels of our powers. It is easier to act than to think and it is easier to be taught to do some one definite thing which by doing again and again we learn to do mechanically, than it is to exercise the God-given faculties of reason, and aspire to learn to command many things. It is easier to run human nature into a narrow groove than to develop the concealed possibilities of free mental power and achievement. It is easier to follow a program which gives immediate returns than to prepare the mind for the possibility of results which it will take years perhaps to mature. The immediate result may be most gratifying, but we overlook, or at least we do not care to see the immediate limitations also which are naturally attached to such immediate results and which make a continued progress of the mind forever impossible.

"We gain nothing by making a short cut to mediocrity. Where the mind ceases to develop at an early age and all its activities become mechanical and fires of reason die out in the brain, the youth is doomed to the round of unvarying grind, while the future holds for him no possibilities beyond the inevitable limitations of his machinelike existence. For the youth of today the only door of opportunty is the open mind. The world acknowledges but one supremacy, it is the supremacy of mind; but one aristocracy, it is the aristocracy of mind.

"Shall we, therefore, as teachers, be content to train the child so that his activities become more and more detached from the control and inspiration of reason? Shall we prepare him for the slavery of routine, and no longer strive to make him a free man in the kingdom of the mind? Shall we crowd his memory with facts and rules of procedure, while we keep him in ignorance of fundamental principles, and of the possibilities of self-originating thought? Shall we be satisfied to show him a confused mass of unrelated results and fail to stimulate his inquiring mind to search for the concealed causes which underly them? Train the child by all means for a vocation, but I charge you, let it be the vocation of a man and not of a machine."

(EXCERPT FROM ADDRESS AT I. K. U. MEETING, SPRINGFIELD)

SELF-UNFOLDMENT.

By Dr. W. N. Hailmann.

In all things there lives energy. Nothing is absolutely passive. In the mineral world this energy is exercised blindly at all times and becomes manifest on every occasion; in plants it is specialized for an unconscious inner purpose; in animals it begins to see its way; and in man it attains conscious self-control in aim and execution. In man it attains in fullest measure self-activity which implies spontaneity of purpose and freedom of action limited only by sense of power in the face of external conditions.

In its various phases, freedom rests primarily upon obedience. In its first and lowest phase it appears as obedience to impulse and belongs to a life of caprice. In a subsequent phase, it learns to yield obedience to necessities, to outer conditions, in a life of prudence. In its highest and only worthy phase, it yields joyous obedience to inner considerations of justice and reason, of insight and good will, recognizes itself as a responsible agent in the service of these, attains true self-control.

The criterion of every educational measure is found in the degree in which it aids this process of self-unfoldment. More and more, indeed, the conviction is gaining ground that instruction and discipline in home and school have educative value only in the measure in which they serve the child's natural and instinctive eagerness for such self-unfoldment. Ideally, therefore, their first concern must be to provide a more or less suitable life-sphere in which the children can find intelligible conditions favorable to the development of these tendencies which rest, primarily, upon an intense desire to know, to imitate, to be a helpful factor in their world. Arbitrary repression of spontaneous interests and of the instinctive yearnings of the soul and attempted compulsion with reference to interests which the children cannot share arrest development.

Indeed, such efforts produce weakness where we seek strength, rebellion where we seek obedience, disgust where we seek enthusiasm.

The pupils make no real and lasting progress in things for which they have no real use in life as they see it. Thus, for instance, slow and unsatisfactory progress in reading or writing, in spelling or arithmetic, in callisthenics or singing, are due mostly to the fact that we labor to force these things upon the children in connection with problems unintelligible to them and which do not appeal to their interests or needs.

The first interests of children lie in their environment, in the things and activities of the life that surrounds them, in the occupations of the men and women they love and trust, and in the things of nature accessible to them. Concerning these they seek knowledge and control in their untiring questions, in their eager offers to help and in their ardent play-life.

Teachers and parents, therefore, should strive to be sympathetic life-sharers in the interests of their children so that these, in turn, may become sympathetic life-sharers with them in the progressively unfolding interests of the school and of the home. Artificial incentives—such as marks, prizes, arbitrary punishments and the rest—should be avoided as much as possible. They tend to exercise a pernicious influence, inasmuch as they are apt to prevent the development of joy in the work itself, of purposeful doing, of creative initiative, and to substitute for these eternal motives transient, perishable caprice. The school, as well as the home, can aid effectively in the establishment of a truly progressive attitude in the children's self-unfoldment only through respect for their spontaneously developing and expanding interests. Only on the firm foundations of learning and doing for life's sake can we hope to stimulate in our children respect for learning and art as such.

In other words, everything the children do must touch their whole life; intellectually, esthetically and ethically; individually and socially. Everything must lead directly and right now to growth of life-efficiency; to increase and upward progress in freedom, good will and joy; to a deepening sense of duty on the basis of justice and love.

On this principle rest all the measures of the new educational movement of today; the creation of educational environments that represent in intelligible form every worthy feature of the civilization into which the child is born; freedom of interests in contact with nature and life, and respect for individual need as contrasted with still current Procrustean practices and lockstep methods; substitution of guidance and encouragement in spontaneous achievement for the driving and coaxing devices of current mass-teaching; life-sharing comradeship between teacher and pupil and between pupils of varying attainments, and consequent substitution of social co-operation for more or less hostile competition; the elimination of all mere formalism in the work of the school and the liberation of teacher and pupil from the stupefying prescriptions of supervisory system-mongers; the substitution of intensity of interest for mere time, as well as of the enthusiasm of initiative for constraint and artificial incentive in every phase of the work of the school, etc.

In this fashion education is, indeed, coming to realize Goethe's significant maxim of method, "From the useful, through the true, to the beautiful," which we are tempted to supplement by adding, "and through love to duty." Thus, indeed, the "Century of the Child," so beautifully prophesied by Ellen Key, is upon us. Mothers and teachers have heard the impassioned call of Pestalozzi and Froebel and are leading the way. The child is conquering and is becoming the leader in the work of self-unfoldment; the pedant and mere instructionist, the drowsy owls of a passing age that called for more spelling and arithmetic and less life must go. The rich promises of interest and efficiency, of eagerness to see and say and do, of love for the beautiful and the good which each child brings to us, must no longer be nipped in the bud by incompetence and self-conceit, but fostered and led by a true reverence for childhood and by a strong and fervid sympathy on the part of its elders into precious fruitage in a life of freedom, good will and joy. The deeper meaning of the Master's saying, "Of such is the Kingdom of Heaven," and its practical identity with the greatest triumph of modern science in laying bare the miracles of self-unfoldment, are bursting upon the world.

GENERAL SUGGESTONS FOR SEPTEMBER PROGRAM

By JENNY B. MERRILL, Pd D.

Former Supervisor of Public School Kindergartens, New York City: Special Lecturer on Educational Topics

I have often advised kindergartners at the beginning of each month to look over the Magazine of the same month for several years back. It is surprising how this re-reading will put one in happy touch with the month recalling songs, stories, games and other experiences of other years gone by.

If a kindergartner keeps a daily journal or plan book of her own it is well to review it too, not merely to repeat or copy, for each year brings *growth*. To insure this very growth, nothing helps more than comparisons.

I wanted some inspiration myself for this September article, for I find it difficult just as vacation begins to think of the return to school, but in order to be in trim for September, one's article for September starts in July!

I wish all who have a copy of the Kindergarten Magazine for September, 1913, would re-read my suggestions therein given for the opening month.

Just before writing last year, I had been studying the three reports of the Committee of Nineteen, and quoted Miss Harrison, Miss Hill and Miss Blood, comparing their suggestions on the program.

The criticisms of recent psychology are leading kindergartners to see that the typical kindergarten program covers too much ground for little children. It is better fitted for the first school year. Children entering the kindergarten need mainly to gather *first hand experiences* preparatory to organizing them.

Miss Alice Corbin, head of the Department of Childhood in the University of Pittsburgh, advises that the kindergarten program be based upon five fundamental instruction *activities* which she names in the following order:

1. **Locomotion** (meaning play with apparatus, rhythms, games, etc.).

2. **Nurturing** (care of pets, plants and dolls, also of newcomers to the kindergarten).

3. **Talking or Communicating** (how the little ones love to tell all that happens).

4. **Constructing** (Is there any toy to be compared with building blocks? If only one plaything can be secured, it must be a box of blocks for building, but we can extend this thought of construction to many other kindergarten materials, keeping the principle ever in mind).

5. **Exploring, Experimenting.** (This inspirative tendency is receiving more and more attention).

In the Kindergarten number of Teachers College Record, January, 1914, Miss Grace Brown in speaking of experimentation says, "Experimenting gives an opportunity to become familiar with some of the possibilities and limitations of the material, and gives a feeling of independence and freedom."

Dr. Dewey says that the usual kindergarten program attempts to give the child "a bird's eye view of the universe." This is too much for the child under six. The brain centers capable of correlating such ideas are not ripe at this early period. The child lives in little details. He must gather these details and generalize in later years. The child does not grasp the "relation and interdependence" which the philosophic kindergartner strives to impress. The child will grow up to such thoughts when the association fibers of the brain have ripened. (Read up nascent periods.) Many kindergartners now believe it better to emphasize *activities* rather than *subject matter*.

Stories, games, conversations, occupations *grow out of these activities*. The intellectual side of our program has been too prominent. We must think more of hygiene, ventilation, walks and excursions, out-of-doors plays, caring for pets and gardening. Some years ago I asked kindergartners to report to me at the end of September how many children could throw a ball up and catch it on return, knowing that the necessity of making this report would focus attention upon the ball during the month of September, and *playing ball* would become a kindergarten exercise daily. Everywhere I visited I found children playing ball before nine, at recess and in the game yard. I found one intelligent boy in a kindergarten that year, who could even be trusted to carry a message to the principal, and yet could not throw a ball, so undeveloped was his muscular system.

The mere swinging of the small first gift balls by the string, or even throwing them up is not vigorous enough. Large rubber balls are needed. A small football to be thrown and kicked about the playground and also back and forth in the ring, the children jumping out of its way as it approaches, makes good fun and frolic, inducing active play and quick decisions. Dr. Dewey reminds us that these activities require the kind of thought a child can and should give. There should be a heavy suspended ball to be pushed back and forth for arm exercise. There should also be a swing, a sliding board, a see-saw, a low fence or bars, rope ladders and walking beam. Such apparatus will cover the demand for *"locomotion."*

Do not let me discourage any one who has no such supplies. Get one item at a time. This is not impossible. If the school authorities cannot be persuaded, take your need to the mothers in their club. They will furnish one or two pieces for you. Perhaps a father will make them.

2. **Nurturing.** If you cannot secure living pets you

can have *dolls*. Living pets will be considered in other articles in this magazine. Dr. Henry W. Holmes in addressing kindergartners and primary teachers says, "What children in kindergarten and primary school need in nature study is the chance to grow things or to help them live. If kindergarten and primary children unite in making an aviary or a wild-flower garden or a fernery or an aquarium they will get closer to nature than they ever can by playing butterfly or even observing specimens of butterflies."

Froebel singularly omits dolls from kindergarten materials. He mentions the doll in connection with the second gift in pedagogics of the kindergarten, but even that reference is not often quoted. Miss Hill says the kindergarten materials without the doll furnish a stage but no actors. All kinds of dolls are finding their way into our kindergartens. Sometimes it is only on "doll day" when every little girl is invited to bring her own doll, but often dolly has an abiding place and to her the lullaby is often sung providing an excellent means of securing quiet.

On one September opening day, I visited a kindergarten where fifty little ones were quieted by the new baby doll presented at just the right moment.

Begin with a baby doll but gather other dolls as the other months come, for use in connection with building. A chair built of blocks needs an occupant, and a stable needs a horse and a miniature boy doll to lead him out. A small china or celluloid dolly in a toy bathtub has been used most effectively to help in talks on cleanly habits. One very successful kindergartner told me that when a young child did not initiate building readily with the third gift, she would say, "Here is a little doll. Make a chair for her, or a bed."

This working *towards an end* with a little problem as it were, for a guide, is the method being pushed now as a means to develop the child's reasoning powers. Sometimes the kindergartner suggests a problem, sometimes a child. Use dolls in illustrating stories in the sand box.

Mother Goose stories are often used in September as many children know a few when they come to school. Ask who knows "Little Boy Blue," or "Humpty Dumpty," or "Bo-peep." Little faces will brighten at the mention of old friends. When the children are building hills of sand, add a doll or two and some one may think of "Jack and Jill" especially if there is a little toy pail at hand. Or the order may be reversed and "Jack and Jill" may suggest to some child the problem of making a hill for them to walk up.

The September program should have close affiliations with the *home*, though possibly it is preferable to begin with the *new environment* for two or three days, if it has been made home-like with a few toys as well as flowers, pictures and picture books. Avoid too many decorations at first.

The sand table with a few shovels or spoons and the blackboard with inviting crayons at hand, a box of large building blocks, paper and crayons for drawing are sufficient materials.

We have now passed from *nurturing* instincts to *constructing* and *talking* in the most natural way.

If only the little ones are free to play in small groups and talking and communicating are not forbidden or hushed, there may at times be a little babel; touch one note on the piano if it grows too noisy, and wait, or try Dr. Montessori's lesson in "Silence," now so well known. The children certainly respond to it and love it.

"Getting ready for kindergarten" is a simple, dramatic play for early September. By means of it the kindergartner can impress all the simple home activities necessary in making the morning toilet, eating breakfast, putting on hat, walking to kindergarten, or running if late, entering the room, saluting the kindergartner, etc. This may well be the first dramatic game. (The use of this game is fully described in Kindergarten Magazine, April, 1912, No. 201.)

The children will talk freely about each act for it is a familiar one, and they will play intelligently for they love to imitate home activities.

Our mother play picture this month will emphasize "The Greeting" on entering the room. *Little social formalities* must be taught, one at a time. They prove very helpful in discipline, subduing turbulent natures, and strengthening shy and reticent ones by giving them something definite to do upon entering a room.

If there is a family of dolls and a dolls' table provided, "coming to the breakfast table" after washing and dressing, will prove of great interest. Let several children assist in setting the table with toy dishes in the circle, and then place father, mother and children at table. If the table is large enough, children can represent the family—if small, use dolls.

The lesson in orderliness and arrangement will doubtless be re-inacted by the children when with blocks and paper dollies they repeat this morning exercise to gratify their imitative instinct, all unconsciously. In some of our city kindergartens, children come from homes where table manners and customs are conspicuous by their absence. In these especially is such an exercise valuable. Those who are well brought up become patterns for the less fortunate ones.

A few family scenes in simple pictures placed low, as on the ledge of the blackboard, help to impress just such lessons. Look for them in picture books and magazines. Cut them out, mount and preserve, for they will serve many times.

"A Doll's Tea Party" is often represented and would be the most telling picture to accompany this morning play. Make perhaps a vase of flowers on the table in the picture, and perhaps a child will suggest one at home.

For kindergartners who have access to the Kindergarten Magazine for 1912, I suggest a study of "A Model Kindergarten" running in April, May and June numbers. The June number treats of simple rhythms and games.

It is our desire to avoid uniform programs, to encourage initiative on the part of both child and kindergartner. We give the spirit rather than the letter of the opening days, but for those who still desire more detailed guidance and for those lacking full training we present the following outlines for the early weeks of the term, which were written by a young kindergart-

ner preparatory to taking charge of her first class in September. The form of outlines indicates the careful training she had received. I have selected it from among a number of September outlines, all of which show care in adapting work to the child's environment. Each kindergartner who consults this outline is urged to modify her own in like manner.

The last week of this particular September was modified by a special holiday. Usually his week would be given to talks of pet animals, and making signs of fall. Many happy suggestions can be gathered, however, from such a program for use at some other time, possibly during November in telling of the First Thanksgiving Day in our country when so many Indians lived here, or in case some child brings an Indian canoe, bow and arrow, or picture of Indians. Except for special reasons, I should advise leaving this Indian work for a primary grade.

We cannot present such a detailed program every number, hence advise that the *form* of this one be studied closely or preserved for reference.

The term "natural reaction" used in this program simply means what any material given, as "clay," incites the child to do of his own accord. It is what we have called "experimenting." The habit of noting "results" should be formed as a part of our own work.

WORK DONE BY KINDERGARTNERS

1. During the month the central objects of interest were toys used during the half hour playtime and the pictures on the walls which are children and animal pictures.

I have the children divided into two groups. They were all entered in September, but I have tried a little more advanced work with the older ones who will leave the Kindergarten in February. I have group work at all periods but the circle and game times. L. E. G.

2. Central Objects of Interest: The room (Kg.) and its contents. How to keep it.

Color Scheme: Sept. B. B.—border of golden-rod. Oct. B. B.—border of chrysanthemums (yellow, white, dark red and purple). Nov. B. B.—We are to have a border of fruits, grains and vegetables.

Grouping of Tables: 1st, by twos lengthwise = =; 2nd, by twos in an oblong ||¯||; 3d, in 3 ⊓ and two ||.

A. J. H.

3. We have taken no walks in the street this fall but we go on the roof at least once every week. From there we can see many things (one day there was a butterfly there) and the children can play in the fresh air and sunshine.

A turtle and our aquarium have been central objects of interest.

Autumn branches, berries and leaves have been used as room decorations as much as possible. A pumpkin and the bright leaves and flowers make a good fall color in the room.

The children are always divided during one occupation and sometimes twice a day. M. E. S.

4. Twenty-three new children have been admitted into the kindergarten. We have taken for our subject this month (September). "Two Weeks in the Country With a 'Fresh Air Child'." and it has proved interesting to the children. Each year some of the children in my kindergarten have been sent to the country through this Mission House and other agencies. S. E.

5. At present we have three distinct groups. The first consists of nine or ten children who were in the kindergarten for a time last term, and who are able to do more advanced work. The second group consists of seven children who will be six by February 1st and who will probably be promoted at that time. The rest of the children form a third group. These will be at least a year in the kindergarten, some longer, and will naturally work more slowly. Most of the work is done in groups but occasionally there will be an occupation at which we all work at the same time.

W. W. M.

6. Central object of interest during the month has been our cluster of milkweed pods, which at the slightest breeze send their seeds floating through the room. The children love them and have reproduced them in crayon, sung to them and played with them. Also the autumn leaves and berries, nuts and acorns. We have planted apple seeds and acorns hoping for a little tree in time. M. S. T.

7. During September our chief interest has been in the garden. The dwarf sunflowers, xenias, and Japanese morning glories were in bloom the whole month; we watched the gralual turning of leaves into a dark brown—also the opening of the various seed pods. We have found butterflies, caterpillars and spiders. The chickens which the children saw when first hatched in June are now grown up.

Last week in September—a walk around block to locate the kindergarten and find trees along our way.

Room decoration—golden rod and flowers from the yard.

During first week in September the whole kindergarten worked together, while the children were getting used to each other. Now we have two groups for gift and occupation work. The last period they usually work together. A. M. H.

SEPTEMBER 13-17.

General Topic—No general topic. (Children not ready for one.)

Literature—"Ginger-bread Man." Nursery rhymes (to test their knowledge of these). (Some people prefer "The Three Bears" for a first story.)

Music—"Good-morning Song" (Hill). "Finger Dance."

Rhythm—"Marching, running, skipping, clapping to 4/4.

Games—Looby-Loo, Skipping Tag, games with 1st gift balls.

Monday.

Circle Talk—Receive and welcome the children. Acquaint them with each other and their new surroundings.

Plan.

Group I. (1st work period.) **Sand**—Free play. (Teacher observing and possibly suggesting.) (2nd work period.) **Draw**—Free expression. (Teacher observing and possibly suggesting.)

Group II (younger children). (1st work period.) **Draw**—Free expression. (Teacher observing and possibly suggesting.) 2nd work period.) **Sand**—Free play. (Teacher observing and possibly suggesting.)

Tuesday.

Circle Talk—Centered around a plant which was brought in by one of the children and around the window boxes.

Plan.

Group I. **Draw**—Black-board. Free expression. **Sand**—Free Play.

Group II. **Sand**—Free Play. **Draw**—Black-board. Free expression.

Wednesday.

Circle Talk—Things in kindergarten to play with. Keeping kindergarten clean. Children clean when they come to kindergarten.

Plan.

Group I. 3 **Gift**—Free expression. **Draw**—Free

expression. **Result**—Children run to sand table at every opportunity that offers itself.

Group II. **4 Gift**—Free expresison. **Draw**—Free expression.

Thursday.

Circle Talk. Summer picnics or excursions to parks.

Plan.

Group I. **String**—Stringing with yellow squares and straws. **Sand**—Free play.

Group II. **Sand**—Free play. **String**—Same as older class.

Result.

Children beginning to work together—built one large house.

Friday.

Circle Talk—Their families, brothers, sisters. What they do to help their mothers. Children's interest in their homes tested.

Group I. **Cut**—Free expression. **Soap**-bubbles.

Group II. **Peg** boards. **Soap**-bubbles.

Were taken out-of-doors—bubbles taken up by wind —enjoyed by children.

Remarks: Children unresponsive. Sand most attractive. Same work for all children. Free expression in all work to help get an idea of the children's appreciative basis and level of technique.

SEPTEMBER 20-24.

General Topic—Summer experiences.

Literature—"The Three Bears." Rhymes—"Jack and Jill," "What Are the Days of Every Week?"

Music—"Happy Day."

Rhythm—Same as last week continued progressively by variations—following leader, stopping at signal from piano—fast, slow, lightly, tramping.

Games—Merry-Go-Round. Dramatization of animals at zoo. Hiding the ball. Aiming game.

Monday.

Circle Talk—Summer picnics. Let children tell where they went, how, what they saw, who went with them. Luncheons packed.

Plan.

Group I. **Cut**—Cut oranges freely. Have basket drawn—mount. Basket of oranges ready for the picnic. **3 Gift**—Free expression of boats, trains, street. **Result** —Very good. Kept for decoration of room.

Group II. Cars—Let children have paper dolls. **Cut** —Free expression. Select some natural reaction and organize. **3 Gift**—Free expression. **Result**—Cutting in strips. Sticks of candy associated by children. Played store and had candy to sell.

Tuesday.

Circle Talk—Excursions to parks and lakes. Same points as on Monday. Animals seen at zoo. Draw or show pictures of animals.

Plan.

Group I. **Paint**—Flat wash of brown on animals already cut. Mount for zoo on blackboard. Technique observed. **Result**—Children still seem to "scrub" with brushes although in kindergarten last year.

Group II. **Clay**—A period of natural reaction today. **Peg-boards**—Pegs for fence. Give paper animals and let children play "zoo." **Result**—Kept busy with different reactions. No idea associated to things—were satisfied with just the activity.

Wednesday.

Circle Talk—A trip to the Hudson River and Riverside Park.

Plan not carried out—rainy day. Tuesday's talk emphasized again. Older children had drawing and 3 gift. Younger children stringing and sand.

Thursday.

Circle Talk—Experiences of trip recalled.

Plan.

Group I. **Draw**—Free expression of things seen on the trip. Talk of past experiences to river recalled. **4 Gift**—Freely build boats. Have paper sails cut. Paper sails helped children to form a better image of boats and stimulated play.

Group II. **Draw.** Free expression. Close observation of technique. Let children tell about the things they draw. **Sand**—Free expression.

Friday.

Circle Talk—The country which some child visited. How they got there—what they saw. Children's knowledge of country tested. Show pictures of country.

Group I. **Sand.**—Let children represent Hudson—making hills on one side—park and trees on other—boats ready. **Clay**—Freely model boats—have sticks and sails ready.

Group II. **Draw**—Blue crayon for water—have boat cut to mount. Direct movement of arm—back, forward movement. **3 Gift**—Natural reaction. Note difference between reaction of Monday and of today. Idea of cookies associated to form produced by a natural reaction of pounding—cookies to play store were made.

Remarks—Kindergarten organized. Children very hard to manage in comparison to children in my past experience. Children beginning to feel a little more at home.

SEPT. 27—OCT. 1.

General Topic—Hudson-Fulton Celebration.

Literature—Sharp-Eyes (a story of Indian life emphasizing dress, food, shelter in comparison to kindergarten children).

Music—"Indian Lullaby," "Whistles of boats for tone work."

Rhythm—Indians on running and galloping horses. Soldiers marching with flags and drums.

Games—Dramatize Indians coming to dance on horses and dance with Indian suits. Aiming games with 4 gift and balls. "Went to Visit a Friend One Day" (used as a social game).

Monday.

Circle Talk—Let talk center around the Naval Parade of Saturday night.

Group I. **4 Gift**—Boats—give paper sails, cylinders for cannon and for smoke stacks. **Draw**—With blue crayon make water with brown boats in Naval Parade.

Group II. **3 Gift**—Same as Group I. **Draw**—Same as Group I.

Groups I and II. built together on circle—gave effect of a parade. Children very enthusiastic—played cannons were being fired.

Tuesday.

No school.

Wednesday.

Circle Talk—Talk center around the Historical Parade and the children's experiences on that day. Have American flag and celebration flag in kindergarten.

Group I. **4 Gift**—Represent parade. Give paper horses for the floats. **Draw**—Draw Indians emphasizing feather decoration. Give brown, red and yellow crayons.

Group II. **2 Gift**—Represent Historical Parade. Children build on floor. Fasten string to boxes to play parade. **Draw**—Represent parade—long narrow pieces of paper.

Thursday.

Circle Talk—Talk to center around Indians. Points taken from story told this week. Let children suggest

how they could dress to look like Indians—what things in kindergarten could be used.

Group I. **String**—String 2 gift bead for Indian necklaces to be worn in Indian game. **Cut**—Have water drawn on large piece of paper. Freely cut boats and mount.

Group II. **String**—Same as Group I.

Miscellaneous Work—Give paper tents to mount. Let children add grass, trees and Indians with crayon.

Friday.

Circle Talk—Experiences of Military Parade recalled. Dress of soldiers. Who took them to the parade and watched that no harm came to them.

Group I. **Color Work**—Have American flag drawn. Let children sketch in the color. **4 Gift**—Free expression.

Group II. **Clay**—Natural reaction. Select some reaction that could be organized to a boat. Have paper sails ready. **3 Gift**—Free expression.

GERTRUDE OPPERMAN.

MOTHERS' MEETINGS.

DR. JENNY B. MERRILL

A very earnest, enthusiastic young kindergartner greeted me after a kindergarten alumni luncheon last June with the question "What can I do to have a mothers' club? I just don't know how. I have had several meetings and told the mothers about the children's work, but I don't know how to go on."

It is to help such kindergartners especially, that I am sending this article for the September number of our Kindergarten Magazine.

Organization is important for it helps to make the meetings permanent and regular. Notices for the year should be sent out in September or October, a definite day and hour will thus be fixed in the mind of both kindergartner and mother and "mothers' meetings" will become an established institution. Make the program and then try to live up to it.

The kindergartner should call upon each mother as early in September as possible. Make this call a *social attention.*

The kindergartner in this way will obtain a knowledge of each child's home environment, and will be better prepared to understand and appeal to each child's previous experiences. She will, of course, keep eyes and ears open while calling, ask to see the child's playroom or toys, note if there are pets or a garden, whether there are grandparents, uncles, aunts, brothers or sisters, or whether the child is an "only" child, puting all down in her mental notebook but be sure to transgress no social forms in homes accustomed to them.

The call need not be long and can be made ostensibly to invite the mother to visit the kindergarten on a certain day to meet other mothers and compare views. It may be well to leave a written invitation as a reminder of the day, or in some cases it may be better to inquire what day will be most convenient for the mother to come. The kindergartner can then form an opinion of the most generally convenient day for the meeting. A promise to send a written invitation by the little one may be made when the day is finally settled, or if a change proves necessary.

Tell the mothers that it is your wish to have them form a mothers' club or parents' association. A parents' association, usually, however, belongs to the whole school and is less intimate than a meeting for mothers alone in the kindergarten atmosphere. Tell the mothers as you call that you want them to start a library containing helpful books for home training of children, and ask if any one has a book or magazine that has helped them, to loan it for a few weeks until others can be purchased. Tell them that some mothers have been surprised to find how many helpful books have been written for mothers. One mother expressed her gratitude for the use of such a library, saying I never knew such books were in existence.

Give the most intelligent mothers something to do and if they do not need help, they will come to give you help. Ask the mothers to think who would make a good president and also a good secretary. Let them suggest having a treasurer. Ask them to think of questions or subjects about children that they might be discussed. This will start the ball of thought, and the mothers will come to the meeting with minds partly prepared to act. Remember that you may find many able women and assume the role of listener and learner

If it should not be possible to do this calling, then invite the mothers by written note, and tell them these same items by way of introduction at the first meeting. If the mothers are foreigners or comparatively ignorant women, it may be as well simply to call them together for a social afternoon, and act as president for the first term. Appoint a committee on program, and a committee on hospitality. If there is to be a library, there may also be a committee on library. The organization should be kept simple, but remember there is power in *organization.*

I have just received this day a program of *"The Fourth International Congress on Home Education,"* which is to meet in Philadelphia September 22 to 29, 1914. Over five hundred delegates including official representatives of twenty foreign nations are expected to participate in this meeting which promises to be the greatest congress on the welfare of childhood and youth that has ever been held in any country. See what organization has accomplished! The proceedings will be published and we will try to give the gist of some of the congress papers to our readers, hoping that they will pass them on to mothers. Think what it means to have organized parents' unions all over Europe and America to consider *home education.* Our own beloved Lucy Wheelock is chairman of the section entitled "Before School Age." Dr. G. Stanley Hall is chairman of the section on "Child Study." Our U. S. Commissioner of Education, Dr. P. P. Claxton, is chairman of the section on "The Vocational Relation Between Home and School."

There are six other sections: Mothers' Pensions, Infant Mortality, Parent-Teachers' Associations, The Influence of Diet on Character, Excursions, How the Home and School May Work Together to Develop the Moral Strength of the School Child, Pre-Natal Influences, Sanitation of Home and School are a few of the many subjects that will be discussed.

Dr. Brumbaugh, the well known superintendent of

the schools of Philadelphia, is president of the congress.

I advise kindergarten mothers' clubs to subscribe for some good Philadelphia daily paper for the week from September 22 to 29, and thus obtain reports of the meetings sooner and more fully than in any other way.

There will be papers in several languages. This will interest the foreign born mothers in our mothers' circles or clubs. Great Britain, France, Germany, Austria, Russia, Italy, Spain, Portugal, Holland, Belgium, Servia, Switzerland, Greece, Turkey, Japan, Mexico, Argentina, Bolivia, Peru and even Persia have appointed delegates.

Let kindergartners rise to this occasion and work this year for the home as never before. Insist upon organizing the mothers promptly. Prepare a program for the year. Secure a good penman or typewriter if you cannot afford to have the program printed, and place the whole year's outline in the hands of mothers so that they can *see ahead* what is on the way to interest and help them. Then trust yourself to carry out the scheme.

Secure outside speakers for several of the meetings if you can, as a nurse, a physician, a clergyman, a school officer. Have music if possible. Let local conditions decide whether refreshments should be served at each meeting. A very good way is simply to serve tea or lemonade and light cake or crackers as the mothers come in, thereby observing good social form and encouraging friendly conversation. Older girls in the school from the classes in domestic economy are often called upon and are delighted to help at such a time. As they do not take part in the meeting later, they can remove dishes while the meeting progresses, and no one need remain after the close of the program to clear up.

During the social tea-cup, the mothers who have come earliest may be entertained with a children's exhibit. If the kindergartner will prepare each month an exhibit of one phase of the children's work, it will not be a great tax and the mothers will gradually become familiar with all aspects of kindergarten work. The exhibits may be in happy touch with the season or holiday and thus assist in the way of suitable decorations.

The following suggestive programs are given as they have proved helpful in the past. Modifications may be needed to suit local conditions. The age of the kindergartner whether young or experienced, the character of the group of mothers and other circumstances must be considered for there can be no uniform program for mothers' meetings if they are to be successful.

SUGGESTIVE PROGRAMS FOR MOTHERS' CLUBS.

Note: This outline is for mothers who do not know the kindergarten and wish to become familiar with its methods.

1. Work and Play in the Kindergarten.

SEPTEMBER.—The aim and purpose of the kindergarten. Its relation to the home.

Song, a lullaby. Finger plays.

OCTOBER.—Why should the child be encouraged to draw, to paint and model in sand and clay?

Exhibit of children's work in drawing, painting or modeling since opening of kindergarten.

NOVEMBER.—The Harvest festival in other countries. Our Thanksgiving festival, origin, present objectionable features. How can we keep it an ideal historic holiday for the children? Nature work during the fall leading up to Thanksgiving. Games for the holiday in the home.

Song. Kindergartner's choice of a Thanksgiving program. Exhibit. Nature materials.

DECEMBER.—Preparation of gifts for parents by the children. The selection of toys. Home-made toys. Shall we tell the children of Santa Claus?

Exhibit. Doll's house made in kindergarten and other simply constructed toys. A manger.

JANUARY.—The place of the story in the kindergarten. The education value of a regular story hour in the home.

Stories, the beginning of literature. Story-tellers' league. Mothers tell stories. Mother Goose.

FEBRUARY.—The realistic story as a means of awakening ideals. All about Johnny Jones. Araballa and Araminta stories. Brave Mary of the Light House. Little Boy Hero of Holland. Robert Bruce and the Spider.

Exhibit. Pictures suggesting ideal child life.

MARCH.—How the child's love of animals is fostered in the kindergarten. Home pets a necessity. Visits to animals in parks and aquarium.

Exhibit. Coloring, free cutting, drawing and modeling of animals.

APRIL.—Garden work in the kindergarten. The value of planting one seed. Observation of the nearest tree. Cocoons. Garden tools and a wheelbarrow valuable for the child.

Exhibit. Spring planting, painting and modeling. Sand table, a farm scene.

MAY.—A May Pole festival and its significance.

Exhibit. Reproductions of the May Pole in drawings, in painting and constructive work. Sand table, a May Pole scene in Central Park.

JUNET.—The value of kindergarten walks and excursions as a basis for future school work. The relation of kindergarten training to the Grade work in reading, writing and aritmetic.

Exhibit. Scrap books suggesting a review of the year's work in the kindergarten. Sand table, a scene at the sea shore.

REFERENCE BOOKS.

Boys' and Girls' Handy Book, Baird.
Finger Plays, Poulsson.
Son Stories, Hill.
Songs for Small Singers, Neidlinger.
Home Occupations, B. Johnston.
Pianafore Palace, Wiggin and Smith.
Drawing, A Real Correlation, Daniels.
A First Year in Drawing, Bailey.
The Story of a Sand Pile, G. S. Hall.
A Mother's List of Books for Children, Arnold.

NOTE.—Some kindergartners may prefer to introduce mothers to Froebel's book for mothers. For them the following outline is suggested:

2. STORIES FROM FROEBEL'S MOTHER PLAY AND THEIR MEANING.

OCTOBER.—The family. Play with the limbs. Falling, falling.

NOVEMBER.—Pat-a-cake. Mowing grass.

DECEMBER.—The toyman. The lightbird.

JANUARY.—Ticktack. The window.

FEBRUARY.—The child and the moon. The little maiden and the stars. The shadow rabbit.

MARCH.—The weather vane. The target. The wheel.

APRIL.—The nest. The carpenter.

MAY.—The little gardener. The flower basket.

JUNE.—The farm yard gate. The little artist.

REFERENCE BOOKS.

Froebel's Mother Play and Mother Song.
Poulsson's Father Play,

Lindsay's Mother Stories.
Poulsson's Love and Law in Child Training.

NOTE.—Mothers who already know what the kindergarten is may prefer to take up Child Study.

3. THE STUDY OF CHILDREN.

SEPTEMBER.—Readings from The Child by Dr. Amy Tanner.

OCTOBER.—What do children love to do? Why? (These questions lead to a study of methods.) (Papers and discussion.)

NOVEMBER.—What do children fear? Why? (These lead to study of the emotions.)

DECEMBER.—What do children think of punishment? Why? Why is running errands a valuable means of discipline? Why do children love to be praised?

JANUARY.—Why do children ask questions? Why do children love to choose?

FEBRUARY.—What do children imitate? Why? (Acquaintance ideals vs. historic ideals.)

MARCH.—What do mothers remember of their childhood? (Recalling ones own childhood is very helpful.)

APRIL.—Why do children love flowers and birds? Flower stories.

MAY.—Why do children love all animals? Animal stories.

JUNE.—Why do children love to dig and to build? How should they play durlng vacation?

Some of the following books may be taken as a basis for discussion, chapter by chapter:

REFERENCE BOOKS.

How We Think, John Dewey.
Fundamentals of Child Study, Kirkpatrick
Studies in Education, Barnes.
Children's Ways, Sully.
Contents of a Child's Mind, G. S. Hall.
The Story of a Child, Loti.
The Care of Children in Health, Oppenheim.
The Luxury of Children, Martin.
Morning Glow, R. R. Gilsen.
Moral Education, Griggs.

4. CHILDISH INSTINCTS.

(Using as a text Kirkpatrick's Fundamentals of Child Nature.)

SEPTEMBER.—Playfulness.
OCTOBER.—Love of praise.
NOVEMBER.—Fear.
DECEMBER.—Curiosity.
JANUARY.—Love of Making and Constructing.
FEBRUARY.—Imitation.
MARCH.—The Fighting Instinct. Self-preservation.
APRIL.—The Rhythmic Instinct.
MAY.—Child's love of Animals.
JUNE.—The Migratory Instinct.

REFERENCE BOOKS.

The Child, Tanner.
The Biography of a Baby, Shinn.
The Book of the Child, How.
The Physical Nature of the Child, Rowe.

NOTE.—A very simple series of topics that will interest young mothers.

SEPTEMBER.—What is a kindergarten for? Why so?

OCTOBER.—Fall Nature work. Out for walks.

NOVEMBER.—The Thanksgiving festival.

DECEMBER.—The Christmas festival. Children's toys. How to choose.

JANUARY.—Children's stories, &c.

FEBRUARY.—Children's songs.

MARCH.—Children's pets.

APRIL.—Children's gardens.

MAY.—The May Pole festival.

JUNE.—Summer duties and summer plays.

GENERAL SUGGESTIONS.

Mothers like to learin the children's songs.

A story, a song or a game should be presented at each meeting illustrative of the subject under consideration, or the season of the year. Suggestions on cleanliness, clothing, food, sleep, care of children in health and sickness should be given as occasion demands by kindergartner, nurse or physician. Mothers should be encouraged to ask or write questions, and to contribute their valuable experiences.

The kindergartner will find it helpful to keep in touch with the life in some one family circle where there are children of kindergarten age. Learn from mothers yourself.

A mothers' meeting in some localities must be more of a social nature than in others, but in all meetings the chief aim should be to arouse higher ideals of child training in the community.

PROPOSED CONSTITUTION FOR A MOTHERS' CIRCLE OR CLUB.

ARTICLE I. NAME.

This association shall be called the Mothers' Union (Circle or Club). of.....

ARTICLE 2. OBJECTS.

The objects of this Union shall be first to study children; second, to interchange views upon the training of young children with kindergartners; third, to establish the "story hour" in the home; fourth, to encourage the use of good picture books and music in the home; fifth, to encourage indoor and out of door gardens for children; sixth, to assist in planning walks and excursions for children during the entire year including vacation time.

ARTICLE 3. MEMBERSHIP.

Any mother of a child attending the kindergarten of the school is eligible for membership. Mothers of children who have been promoted from the kindergarten may continue as associate members upon a vote of the regular members.

ARTICLE 4. OFFICERS.

The affairs of the Union shall be conducted by an Executive Committee which shall include ex-officio, the principal or the assisting principal of the school and the kindergartners.

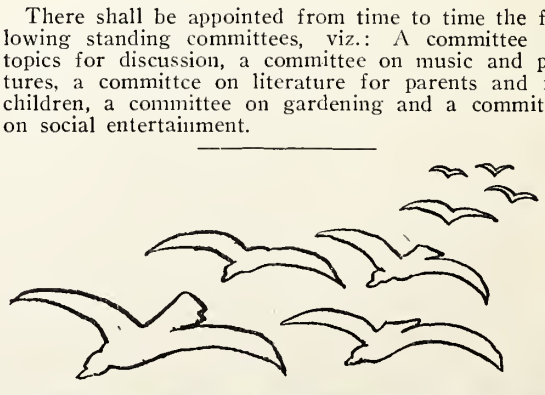
This committee shall have power to add to its members and to fill vacancies in its membership as they occur. A president and secretary-treasurer shall be elected annually by the executive committee or by the whole club.

ARTICLE 5. MEETINGS.

The annual meeting of the Union shall be held early in April for the election of members of the executive committee. The meeting of the executive committee for the election of officers shall be held later in April. The regular meetings of the Union shall be held monthly throughout the school year, and upon a stated day of the week.

ARTICLE 6. STANDING COMMITTEES.

There shall be appointed from time to time the following standing committees, viz.: A committee on topics for discussion, a committee on music and pictures, a committee on literature for parents and for children, a committee on gardening and a committee on social entertainment.



A Paper Cutting and Pasting Suggestion—Flying Birds

LITTLE PLAYS and LITTLE PIECES for LITTLE PEOPLE

THE TELL-TALE FACE.

MARY BURNTON.

They say if I feel vexed and cross
'Bout trifles that take place
An ugly frown the truth will show
Upon my tell-tale face.

I s'pose of course, it muse be true
So I'll more careful be,
And not allow my face to tell
Such horrid tales of me.

I'll try to feel so sweet and kind
That smiles the frowns will chase,
And then perhaps I shall not mind
The tales told by my face.

A CHILD'S PRAYERS.

MARY BURNTON.

I always say my prayers at night,
'Cause then I don't feel very brave;
And sometimes, in the morning light,
I ask the Lord my life to save.
But mother says that way is wrong,
And not at all as birdies pray:
Their prayer is just a happy song
Of thankful praise the life-long day.

THE EVENING STAR.

MARY BURNTON.

I love the little star, so bright,
That through my window peeps, at night,
Just seeming, by its gleam, to say,
"Dear Child, you need me not by day;
But when your eyes are closed in sleep,
Ah! then, o'er thee, a watch I'll keep."

A GROWN-UP PLAY.

LAURA ROUNTREE SMITH.

(Book rights reserved)

(The children dress as much like grand-ma as possible.)

All.
Like grown-up ladies we will play,
And visit grandma dear, to-day!

1st.
I borrowed grandma's Sunday cap,
When she was settled for a nap,
'Tis jolly fun as you suppose,
To wear such funny grown-up clothes!

2nd.
I borrowed grandma's kerchief white,
One she wears morning, noon and night,
'Tis fun at grown-up folks to play,
I wonder what will grandma say?

3rd.
I borrowed one of grandma's dresses,
Oh what will we do if she guesses,
We are not little folks at all,
But grown-up ladies come to call?

4th.
My grandma's spectacles will fall,
I can't see through the things at all,
When grandma's looking up at me
Without her glasses, can she see?

All.
Four grown-up ladies, now at play,
We'll call on grandma dear to-day.

(The four grandmas are seated across the room, by a tea table, they recite, hear a knock, and admit the first four children.)

1st grandma.
I settled nicely for a nap,
But cannot find my snow-white cap!

2nd grandma.
I've lost my kerchief without doubt,
Has any one seen it about?

3rd grandma.
My Sunday-go-to-meeting dress,
Is missing too like all the rest.

4th grandma.
My spectacles are missing too,
Without them what can grandma do?

All.
Some one is knocking! who can it be?
We are not quite dressed, oh my! oh me!
(Enter children)

All.
Oh grandma dear we've come to call,
Like grown-up ladies one and all,
We bow to you, we all bow low,
Like ladies most polite you know.

Grandma (in concert)
Oh, ho, oh, ho, the secret's out,

1st grandma.
Here's my new cap without a doubt!

2nd grandma.
My kerchief too,

3rd grandma.
And Sunday dress!

4th grandma.
And spectacles are here I guess!

Grandma (in concert)
We love you darlings as you see,
Come now, and help us drink our tea.

(They all sit and drink tea while soft music is played.

MOTHER KNOWS.

MARY BURNTON.

Who can tell us 'bout the flowers
And the weeks and days and hours?
How the giant oak tree grows?
Mother;—she knows.

Who can hardest tasks explain,
Ease our hours of ache and pain?
Who will listen to our woes?
Mother:—she knows.

Who will teach us how to pray,
At the close of each glad day,
When star-lighted heaven glows?
Mother;—she knows.

Who loves us the very best,
Who goes with us to our rest,
And a good-night kiss bestows?
Dear Mother; she knows.

AUNTIE'S BIRD

MARY CAMPBELL

The little bird on auntie's hat
Sits there so very still;
He cannot sing or fly about,
Or peck things with his bill.

It does not seem to me quite fair
Just 'cause he's blue and red,
He should be taken from the air
And worn upon her head.

A PICTURE LESSON

By Mary E. Cotting.

Of the pictures suitable for use in September with young children that of Meyer Von Bremen entitled "Come Along", is one of the most appealing. It abounds with that action and sentiment with which children are familiar and makes, therefore, a link between that with which they have been occupied during the time preceding the opening of study-time and the work of the days to come.

As "Come Along" is placed, attract attention by questioning: Who do you suppose these persons are? Where are they? Why are they here? To do some work, why do you think so? Yes, grandmother *is* "shaking up the crib," and the dust pan and brush are on the floor, but,—why did they all stop working? Of course! The baby waked up and everyone just had to stop to bid him good-morning. How do you suppose they said their good-morning to him? (Gentle hugs, soft, little squeezes, pats and kisses.) Yes, I suspect that is just how they greet him. How did the baby greet them? He surely must have smiled and smiled and said "Goodmorning", too. Why do these persons like to greet one another every morning? When persons are kind and thoughtful they wish to make others feel just as the sunshine makes us feel, cosy and happy, and the finest way to begin doing that is to each day wish the people around us a cheerful goodmorning. If we remember this the day will not only pass well for ourselves but for others.

What will happen when baby reaches mother's arms? Yes, she will give him a big, "bear-hug," and then, do you see the basin and pitcher? Do you know why they are there? To be sure! Baby will have a fine bath and then he will be ready for his breakfast. What will happen after that? Probably he will go out-doors to play with brother and sister. Do you think they will take good care of him? Encourage the telling of experiences with the home-baby, and make evident the necessity of staying in charge when mother has trusted the baby to older children.

Try to arouse a desire to be gentle, courteous, to give comfort and assistance to others no matter in how small a degree.

Close the exercise by having the small folks begin to learn the following, or any rhyme of similar sentiment:

Grandmother, Mother,
Sister and Brother,
All are here this morning to see
What the baby's day is going to be:
If smiles he doth show,
And laughter and shout,
He gives all about,
Then—each will know—
Grandmother, Mother,
Sister and Brother,
That baby's day most happy will be.

The pictures first used should be simple of construction, and suggestive of conditions of which the children have knowledge; and, little by little, as their ability to receive new and unfamiliar thought is developed there may be introduced such examples of art as will make keen the eye and mind to discover new values in that which is presented, and an understanding of the application of these values to their daily thought and action.

It is to be remembered that pictures are to be used not only as a means of cultivating imagination and the story-creating impulse, but—are to become a factor in child education, that sort of factor which makes for the development of a large, fine, true interpretation of life's values for man and beast.

Thought for teacher's use in developing exercises during the picture study periods.

Home Atmosphere.

Helpfulness. Consideration of needs and rights of each and all. Generosity. Gentle courtesy toward the old. Protection old give to the young.

Members Of Family.

Each has a place and right to personality, which however, must be so adapted to home-conditions as to insure harmony.

Duty And Attitude Toward Life

Honesty of purpose and unafraid therefore to approach each day's duties. Faithful of performance each day. Respectful. Reverent.

The artist belongs to the modern German School, and has a keen knowledge of human—especially child—nature: is intensely sympathetic, and shows that fine sentiment which leads to a belief in the truth, beauty and love to be found in life.

A HARD TASK.

Albert Sproul.

1140 Columbus Ave., Boston Mass.

I like Rover, he likes me;
We're as friendly as can be.
And I like my Trixie too
Bestest cat I ever knew.

But my Rover, I can tell,
Doesn't like poor Trixie well.
Such a dog and such a cat
Shouldn't feel at all like that.

I tried hard the other day,
When we all were out to play,
Just to make my dear pets see
Why they should be friends like me.

I said: "Look here, Rover, dear,
This is Trixie—" held her near.
Naughty Rover barked, "Bow, wow!"
Trixie answered, "Sst Meow!"

Then she jumped away from me,
Ran high up a maple tree.
Rover barked and barked—oh, my!
Wouldn't stop, I don't know why.

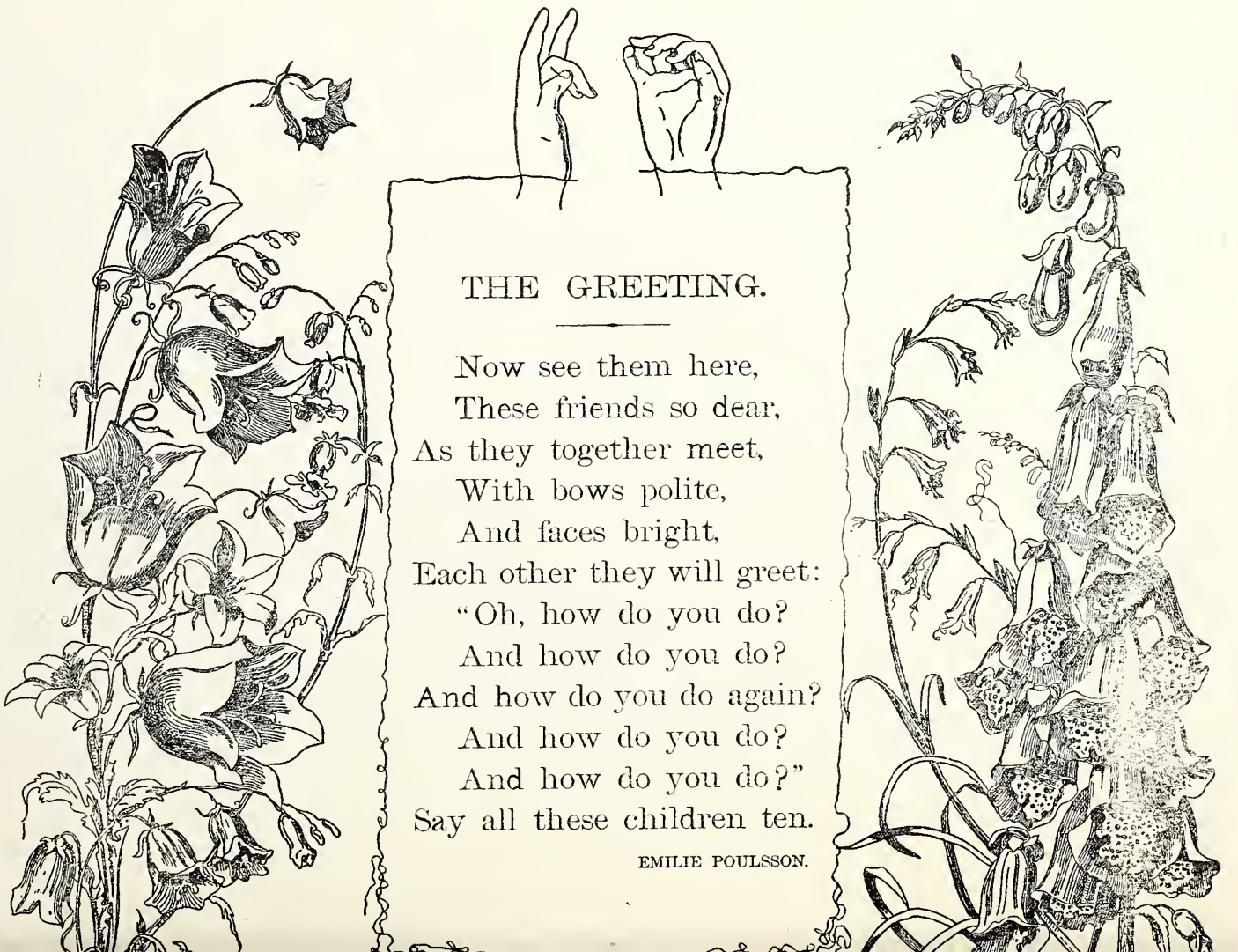
Kitty simply couldn't be
Made for Rover, I can see.
So I'm feeling dreadful blue.
Won't you tell me what to do?

On July 1st and 2nd, of the current year, was celebrated the 75th anniversary of the State Normal School, Farmington, Mass., the first State normal school in America.



"COME ALONG"

By Meyer Von Bremen



THE GREETING.

Now see them here,
These friends so dear,
As they together meet,
With bows polite,
And faces bright,
Each other they will greet:
"Oh, how do you do?
And how do you do?
And how do you do again?
And how do you do?
And how do you do?"
Say all these children ten.

EMILIE POULSSON.



"THE GREETING"

MOTHER PLAY PICTURE

Kindergarten-Primary Magazine, September, 1914

NOTE—This picture can be detached and placed on the wall or used otherwise in the Kindergarten

See Page 21

STANDARDS FOR KINDERGARTEN TRAINING

PROBLEMS OF THE PRESENT, HOPES AND IDEALS FOR THE FUTURE

BY LUELLA A. PALMER

At the first glance the subject seems to have no definite limit; but the title, as given, is our *hope* for the future, not our *wish*. Hope holds us down to what may be possible in a near future; what is presented must be practical as well as ideal. The standard set up must be in some measure an adjustment between our professional ideals and the practical situations to be met in the schools and the community.

Let us start with our professional ideals. "A low standard brings reproach on our profession." Some one has said, "We should have a standard of efficiency, the highest consistent with the community which we serve and the conditions under which we work." That is adequate as a standard of efficiency, but the ideal standard should be higher, it should look toward raising the ideals of the community and improving the conditions under which we work.

There are two convenient ways to outline for ourselves our present standards of efficiency. By the negative method, we think of all the undesirable qualities and conditions that we have seen in the kindergartner and kindergarten practice and then determine what would be the corresponding positive tendency. By the positive method, we think of all the good things we have seen. We need both of these methods to make us thoroughly conscious of our standards; we may enjoy the good but not reason out its source until we see its opposite and strive for correction. When we have found our present standard, we must consider how it is possible to bring all kindergartners up to this and then to improve still further the best of them, to better our present best. What shall we demand of all kindergartners and kindergartens to bring them to the level of the best that we know now? In what direction shall we look for betterment?

When one enters the door of an ideal kindergarten, the room itself suggests happiness, health and beauty. It is large, clean, well aired, sunny, and of medium temperature. The children's eyes are protected from the light; the chairs are suited to the size of each child. The children are in comfortable positions, there is the normal noise of active bodies and tongues. Growing plants, animals, and other objects of interest are easily accessible, to show that the children's experiences are broadening by first hand-contact. The toys of selected type are on low shelves, arranged as neatly as little fingers can do it. Pictures, artistic yet with child like interest, are arranged with restful effect on the walls.

We all know kindergarten rooms which differ from this description. We have experienced them, dusty, stuffy, and close. We have seen the light streaming in the children's eyes because the kindergartner felt it imperative to arrange the tables in the conventional hollow square. We have seen tall children on low chairs and short children on high chairs, because the janitor happened to leave them in this order. We have seen some children with hands folded forty-five minutes out of the hour because otherwise they might do something not directed by the kindergartner, and, on the other hand, we have seen kindergartens where the children were never in an orderly position. Some kindergartners are too neat to be bothered with animals or toys or the plants of which the children take charge. In other places, the picture books are torn, doll clothes dirty, and doll dishes broken. We have seen bare walls, and again walls with a superabundance of valueless pictures. These negative examples show that individual standards may be too high, too divorced from the child's interests, or they may be too low, not raising the level of the child's activity.

In the present discussion we have nothing to do with the size or location of kindergarten rooms; we must consider only those points for which the kindergartner is mainly responsible. Comparing the good and bad types of kindergartens just mentioned, we realize that a kindergartner should stage ideals of art, neatness, orderly activity, etc,. but should look at these through the child's eyes and demand from him only that amount which will be the equivalent of his best effort in the right direction. She should be mentally balanced and open minded enough to place the physical welfare of the children above any mechanical arrangement of seats or preconceived ideas of quietness and order, or of liberty.

The children in an ideal kindergarten are alert, responsive, active, self-controlled, happy, creative, purposeful, developing. Each of these adjectives has been chosen carefully and may stand without further explanation as representative of the best type of kindergarten.

In the opposite type, the children are sometimes so "good" that they never make a mistake, but such children in all probability never offer anything spontaneously, they are passive little followers of the teacher's suggestions; they allow the kindergartner to do most of the talking—as well as the thinking—and obediently reply or suggest the proper thing when questioned; they are passively happy because being with and doing the same thing with other children bring a kind of pleasure. In other kindergartens the children are rude, boisterous, flitting from one trivial idea to another, all talking at the same time, getting in each other's way and seldom arriving at results of value.

The kindergartner who can develop on the part of the children the attitude indicated by the adjectives used in connection with the ideal kindergarten, must be sympathetic, tactful, patient, democratic, a believer in the earnestness and goodness of child nature; she must be watchful to present educative situations which will arouse and retain interest; have foresight to plan definitely for the future, and yet wisdom and self-control enough to lay aside her own

plans when the good of the children leads in another direction.

The work done in the ideal kindergarten should show two aspects: one, the immature, crude results, the expression of the child's own ideas; and the other, the simple yet good forms supplied by the kindergartner. Along the lines of music, literature, play art, and construction there should be seen results which bear every evidence of a child's creative efforts with little modification by the adult. The adult's influence should be felt in the models presented in these lines, many of which the children may be able to reproduce.

Some kindergartners do not realize that little children can create simple songs under the stress of emotion, or that they can tell simple stories that are of literary value from the child's point of view, or that they can evolve their own games or that some crude combination of color may be a development for the particular child in the artistic line. Many kindergartners look at the value of the accomplishment in these different lines entirely from the adult standpoint. They look at the product as a static thing instead of looking at the child and his progressive development in and through the product. Other kindergartners remain too close to the child's standard in the models which they present; they confuse crudity with simplicity. The child is crude because his ideas are confused and his technique faulty. It is possible for the kindergartner to simplify because she has complete control over both ideas and technique.

The ideal kindergartner supplies situations which encourage the creation of songs, stories, pictures, games, dances, and playthings. She also presents artistic and valuable results along such lines, and most of these suitable for the children to reproduce or copy.

The personality of the kindergartner is the strongest force within the schoolroom. She should be a model in health, happy temperament, courteous manners, suitable, neat dress, and pleasant voice, and above all she should have the play spirit. She should actively co-operate with mothers and with other teachers, and be interested in the life of the whole school and community.

Dr. Parlin of Cambridge, in a paper entitled *The Kindergarten of the Future*, given at the National Education Association in 1911, offers the valuable suggestions of a progressive educator upon our particular problem. He says: "In the kindergarten of the future the health of the child will be the prime consideration, the chief aim being to develop a strong, well organized body to serve later as the efficient instrument of a well trained mind." "The kindergarten of the future will recognize the supreme importance of play in the education of the child and will provide ample time and suitable places for it, —the frolic or aimless capering and laughing due to an overplus of physical energy; the imaginative individual play, in which each child follows his own observation; and the group plays in which all play together." "Our kindergarten will surely associate childhood with the myriad forms and voices of Nature." "Our kindergarten children should also see the works of man and man at his work—locomotives, fire engines, boats, and beautiful buildings; the carpenter, mason, farmer, and blacksmith; policeman, fireman, bootblack, and newsboy; trench digging, road making, street cleaning, and house building, in fact, every place and everything within the radius of their safe and possible observation." "The kindergarten of the future will give much attention to oral language training, the children will do most of the talking." "The kindergartners will continue to tell the children the old favorite stories which have stood the test of ages, and will teach the choicest selections from the children's poetry." "When the weather drives the children indoors, they will go to a large, well-lighted and well ventilated room, fringed with a row of seats and furnished with a piano, pictures, and story books and all sorts of playthings."

"The kindergartner of the future will be a most important factor in the community and in the lives of the children. She will have a healthy, well trained body; a quick sensible, and versatile mind; and, above all, a great, warm, motherly heart. She will be the friend, companion and guide of the children. She will really and truly love them and understand them, not only sympathetically, but scientifically, the laws of their growth, the order of their development, their instincts and interests, their physical needs and mental requirements. She will know and love Nature, be able to recognize the trees, identify the flowers, call the birds by name, and tell the story of the hills and stones. She will know the best plays and games, the best childhood songs and be able to sing them, the children's favorite stories and be able to tell them charmingly. She will be able to run, throw a ball, roll a hoop, skip a rope, make a whistle, steer a sled, and do all the other things which little folks expect of their grown-up friends." Finally, the kindergarten of the future will respect the individuality and spontaneity of the child and give ample scope for his imagination and initiative. It will provide an environment rich in its opportunity, inspiring in its suggestion, wholesome in its influence; but will give far less attention to regular programs, formal instructions, and sedentary occupations."

We have finished outlining in a sketchy way what we hope each and every kindergartner of the future will be and do. To sum up, she must be healthy, happy, cultured, have a pleasant voice, and be full of the play spirit. She must not only love little children, but she must understand their physical, mental, social, and spiritual nature and needs, how these can be developed and where they can be guided. She must have wisdom and fitness for leading her children.

These requirements place the emphasis on a different point from that which is usually stressed in our training schools. Where the requirements are of sufficiently high grade to rank the training school

as a professional school, most of the time is consumed in learning academically about the materials for educating little children, and then how to make these educative things of interest to the child. The new idea would be to stress the child, his interests and possibilities, and then to select from these the ones which seem to lead toward adult ideals. We have taught gifts, occupations, games, etc., academically as subjects, and then, as entirely unrelated to these "subjects," we have taught about children, and in the time left over we have tried to connect the two.

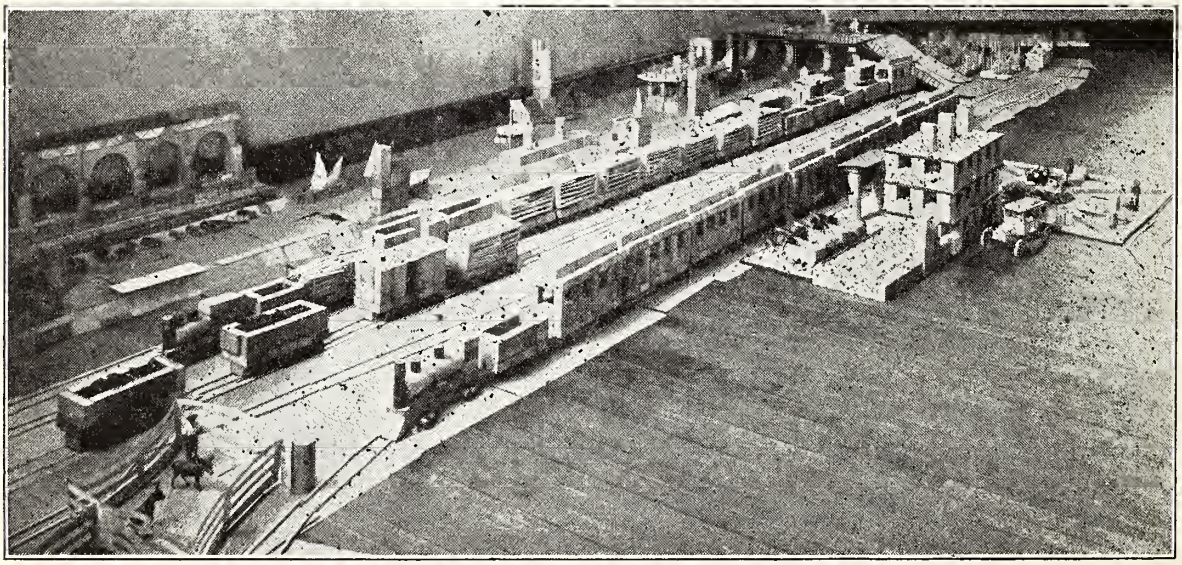
A schoolman says with reference to all training work: "In the normal school the various branches of study are to be organized, not so much with regard to their inner, logical relations as with regard to the interests and aptitudes of children."

The student in training should, from the first, see the developing child and the means for his development as parts of one process, so that this becomes the habitual way of seeing the process; she should never for a passing moment entertain the idea that education is to be *made* interesting to a child, but should feel that things are interesting because they educate, and the teacher's function is to choose the best kind of education.

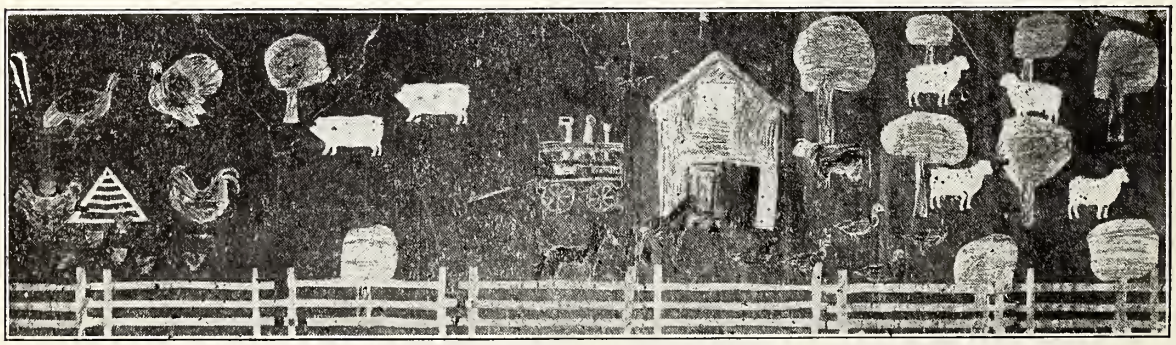
In studying the educational process, certain recurrent facts will be found and generalizations be made. The student can then begin to crystalize her abstract ideas of education, its principles and theory, out of her actual experience. This gives a method by which she can continue to grow after she has left the training school.

In order that students shall develop this ability they must have arrived at a certain maturity before entrance and have a certain background of knowledge. The training course must be lengthened to admit of observation and practice in the kindergarten which shall serve as the first-hand experience with children, which shall lie at the basis of the formulation of educational theory.

(To be continued)



BLOCK BUILDING—DETROIT PUBLIC SCHOOLS



BARNYARD MADE OF CHILDREN'S WORK, MOUNTED.

Ask the children to find the horse and sheep, the turkey, the chickens and the ducks. The cow and the pig are in the barnyard, too. How many sheep? How many chickens? How many horses? Isn't that a nice fence to keep them all in?

THE GREETING

Translated from the German of Friedrich Froebel's "Mother Play" by Bertha Johnston:

(SEE MOTHER PLAY PICTURE)

Motto for the Mother.

The child, becoming sensible of his limbs,
Plays with his hands and fingers.
Mother love responds to this manifestation
Of the awakening of his mental powers.
That which stirs dimly in the child,
The mother nurtures with solicitude.

SONG FOR THE CHILD.

See the fingers in a row,
Straight they stand and then bend low.
Bow, Thumbkin, bend your pate,
While Pointer stretches, tall and straight.
Middle Finger, courtesy now,
Goldie, raise up, you know how.
Little ones, now lowly bend,
Joining hands, there, at the end.
All the fingers in a row,
Standing straight, then bending low,
Learning how to courtesy,
Oh, so very gracefully.
Fingers most polite and kind,
On each hand we're sure to find.

FROEBEL'S COMMENTARY.

The picture and song accompanying this little play indicate its outward expression, as plainly as the motto implies its inner meaning, so that there remains little to be said about it as a whole.

More general than ever before, is the lament over the child's improper handling of his body, which excites sensuality, destroys his sense of delicacy, and pollutes the purity of his soul. And alas! the most superficial observation of childish actions, and of the physical and spiritual condition of children, proves that this lament is not only not unfounded, but sadly enough, is only too widely justified.

What then is to be done, to provide against this spreading evil, which like an insidious pestilence, poisons what is noblest in the child and in the man to be, and if possible to remove it entirely?

There is but one remedy, but rejoice, O friend of childhood and of humanity, for it is a sure one! Firstly, the cure for wrong activity is found in those right activities and occupations, so suited to and persisted in by the child, that they task to the utmost his entire nature, body and spirit, throughts and feelings.

Secondly, In such training and exercising of his limbs conduces to the above ends, and the endeavor, through such use, not only to remove all that tends to a vacant mind and sensual excitement, but especially, to connect such activity, with an intimate observation of all that lies around him.

To accomplish which is the purpose of the sense and limb plays here presented.

SUGGESTIONS FOR GRADE TEACHERS.

Nearly all of Froebel's Mother Plays draw the attention of the child to things external to himself, whose activities he imitates, thus identifying himself to an extent, with the object imitated, and at the same time exercising the muscles and joints of his limbs.

There is, however a group of little songs which, like the one here presented, respond to that period of the little child's development, when he is becoming acquainted with that most immediate part of his soul's environment, his own body. One of these plays, "Naming the Fingers," points out each finger, giving the popular name, as thumb, pointer or index, middle finger, etc., the second one, is the one here given, and a third, "The Family" helps the child to feel that the many often form one whole, as the members of a family to the fingers on the hand; and yet another, helps him in learning to count his fingers.

The one presented here, so attractive in the picture, and which is greatly liked by the children as a play, suggests the solution to a problem that teachers of all grades, in all kinds of schools, public or private, city or country, church or secular, are sure to meet. If a serious question at the period in which Froebel wrote, it is even more so now, or at least, the general public are aware of its importance as never before. In Parents' Meetings, the teacher can help the parent, by calling attention to Froebel's solution of the difficulty, i. e. the affording opportunity to the child of employment for all the activities of body, mind and heart. This is one of the values of hand work at home and in school, and also of active, happy bodily exercise.

If a child is seen misusing his hands, do not magnify the evil, by telling him not to do so, but give instant employment for the idle fingers, if but one of the little finger plays. Overcome evil with good, but still better, if possible, forestall evil with good. Two things cannot occupy the same place at the same time in the spiritual world any more than in the physical. Fill the child mind with pure and loving thoughts, and give occupation suited to his needs and capacity and the entrance to evil is closed.

HOW PLAYED.

The little song can be played with the fingers alone, or with older children, it would be better dramatized by ten children. Call the attention of the little ones, to the children in the picture; the gracefulness, the stately posture. Also, to the artist's poetic idea in drawing the blossoms nodding and bowing to each other.

The sunflower, the foundation upon which all these pretty manners rest, symbolizes co-operation, helpfulness, the sunflower being a composite of many tiny blossoms that have learned the value of co-operation, of mutual helpfulness. A bee, creeping from one to the other, distributes thus the pollen and all are benefitted. So, all the five fingers of one hand combine to help each other, and the two hands together can accomplish what one alone cannot do, and children can help each other and the teacher, as the teacher helps the children.

The dramatization and singing of the little song, the practicing each day, in play, of this little visiting, greeting song, should react on the character, the charm of manners being seconded by kindly deeds. Let the children tie up one finger, then another, then one hand and see how much they are handicapped.

STORIES AND SUGGESTIONS FOR STORY TELLING

NERO, ROLLO AND PUSS.

By Susan Plessner Pollock.

The little house in the wood had many inhabitants, almost a dozen; let us count; the parents two, the grandmother (3) the children (4) and (5) Dora (6) Nicks and Lizzie seven and eight, Nero and Puss (9) and (10) and Rollo made the eleventh. Rollo was the big dog who was harnessed like a pony every day and drew the milk cans to town. The other animals did not live in the house; the cows had their stalls where they slept, the hens and chickens and ducks and geese had their roosts and the pond, while the pigeons had a pigeon house of their own.

Rollo and Nero were good friends and had been ever since they were pups; both had been born in Lerum, and brought up, in the little house in the wood, so they both had delightful memories of their jolly younger days; often had they plunged, head over heels into the pond—and made such a rumpus, rowing and tumbling about in there, that the fishes must have all danced and rocked; they would surely have shouted for astonishment, if that had been possible, but fish cannot tell us when they are glad, or surprised, for they can make no sound; they are dumb. When Nero and Rollo were puppies, they had had grand times, but now they must work industriously and earn their meals like grown up people. Nero was a thorough hunting dog, while Rollo was a thorough working dog, that is, he must draw the milk cans in the cart, to the town every day. Early in the morning, as soon as the sun was up, the cows were milked and the nice warm milk poured into the clean, shining tin cans; then the cans were placed in the little cart, each packed around with straw to keep them from rattling about. All this was attended to by Mrs. Forrester, while Dora went into the room where the dogs and puss slept and waked Rollo up; this she did by patting his smooth coat and calling "Rollo, get up, we must go to town." Rollo stretched himself, yawned, stood up and after another good stretch, was ready for work. Nero opened his eyes, too, but then he turned over and slept and snored again as before. One must say that both animals could snore mightily; it made a great rattling when they snored in concert. Puss slept in the same place, it was a great wonder that she could close one eye in such a racket, but she rolled herself up like a ball and hid her head until one could think sometimes that she was a puss without a head; but perhaps her ears were closed by this means, and after all, puss snored herself, altho not so loudly as the big dogs. When the cat snored, one called it "Spinning," for Puss sounded exactly like Mrs. Frank Forrester's spinning wheel, when she turned the flax into thread and made the wheel turn by moving her foot up and down. The town in which the milk was sold, lay quite a way beyond Lerum. Rollo tramped with his milk wagon thro Lerum, past Master Pessumehr's castle; Dora walked always beside him, knitting on a stocking meanwhile. She had learned that from the Grandmother in the little house in the wood, that one can also knit while walking. In the town, Rollo stopped before all the houses where children lived, who drank milk for breakfast. There lived here also grand-mamas who liked good cream in their coffee for breakfast; and here and there a cook who wished to cook a milk soup. Every one who wished to buy milk or cream from Dora, gave her money; this she put in her pocket to save for Mrs. Forrester. While Dora went into the houses with the milk, Rollo stood still and rested, but he did not go to sleep, he was always on the watch and as soon as a stranger came near the cart, he made a great fuss, barking with all his might. Dora often placed a pan with fresh cold water before him; for big dogs need to drink often; she also gave him now and then, a piece of bread. Sometimes the people who bought milk, gave him something to eat too. Once an old lady had given him a whole sausage. This grandmother, who knit as much as the grandmother in the little house in the wood took a thread of wool from her knitting work, fastened it to the sausage and let it hang down out of the window; that was comical enough, Rollo was much surprised as all at once, the sausage tapped him on the nose! How excellent it must have tasted to him! "Is it good?" asked him the grandma who was standing at the window? Rollo would like to have said "Yes!" but he could not do that, so he only said "Nrrrrr," and wagged his tail quickly from side to side. At eleven o'clock generally, Rollo returned to the house with the empty cans. Then it was dinner time; he and Nero and Puss received together a great dish of food; the dogs began to eat immediately, great mouthfuls from the middle of the dish, but Puss licked gently from the edge of the dish, but she was also satisfied; she did not have so large a stomach and caught for herself extra, many a mouse-roast. The three animals were good friends; it was very seldom that the dogs growled and Puss spit at them. Puss was a nice cat, she kept herself very clean, often every day, she washed and licked herself to her very tail-tip and when she was satisfied with herself, she licked their ears for the big doggies, who allowed it very willingly, often sleeping and snoring meanwhile.

Sent from Leipzig, Germany, by S. Plessner Pollack.

We find in life exactly what we put in it.—Emerson.

Despatch is the soul of business.—Chesterfield.

A FINGER PLAY

CARRIE L. WAGNER.

Here is the mountain
Tall and high—



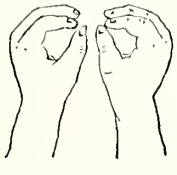
MOUNTAIN

This is the moon
Shining close by.



MOON

These are the little stars
Twinkling so bright,



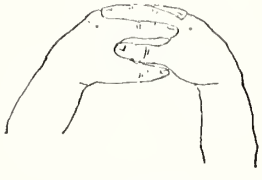
STARS

This the great mantle
Which makes the dark night.



TO MAKE THE DARK NIGHT

Here is the window
Through which we may peep,

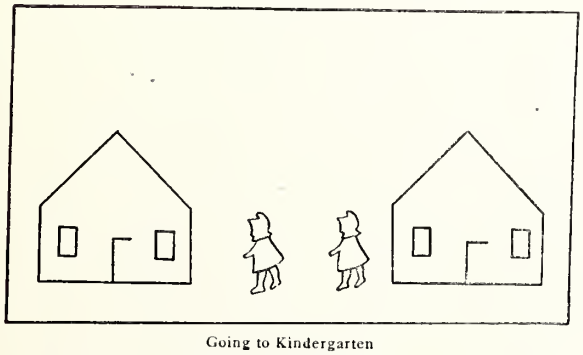


WINDOW

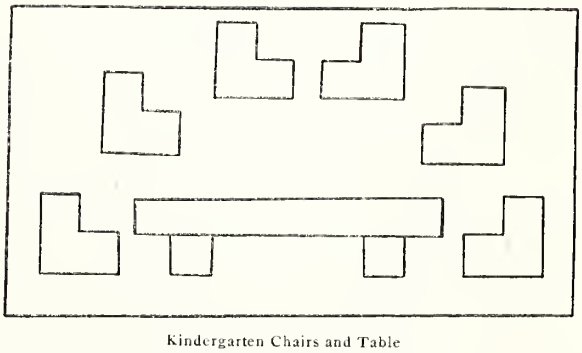
And this is the bed,
Where we fall fast asleep.



BED



Going to Kindergarten



Kindergarten Chairs and Table

STRAIGHT LINE CUTTING

BY CARRIE L. WAGNER

A child's environment is his world, so the subject matters in the kindergarten should be of vital interest to him. When he first comes to the kindergarten he wants to talk of his home, and the material given him is used to picture his surroundings.

In the folding and cutting on straight lines he may make many things relating to his every day life. From sixteen squares, houses, chairs, tables, a kindergarten, and numerous other intimate objects may be cut. To cut the table, fold a four inch square into sixteen little squares. At one side cut straight through on the first line, thus cutting off a strip of four squares. Fold the two long edges of this strip together: open and fold the two ends to the first lines. At the lower edge cut from each corner one small square, formed by the opening, and also cut out the two half squares, leaving one small square at each side. This forms a kindergarten table. From the twelve squares, cut away one more strip of four squares. Cut the oblong of eight squares through the center, making two squares. From these two small squares make the kindergarten and the home, by folding the two top squares on the diagonal, and cutting away on the line. Cut doors and windows The strip of four squares left will make the chairs. Cut into two pieces on the center line, then fold the edges of these pieces on the oblong; open and fold the right-and-left-sides to the center crease. Cut both pieces into halves forming two small squares, and at the top of each square cut away one small square, leaving three squares in the shape of a little kindergarten chair. Cut the little children free hand. These posters delight the little ones, and a different one each month makes a pleasing border for a room.

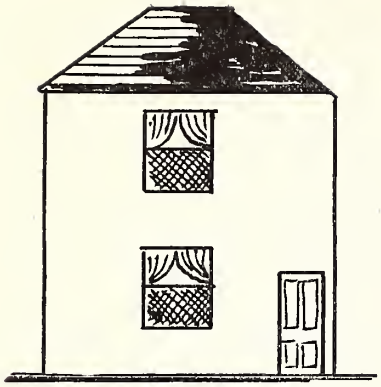


FIG 1

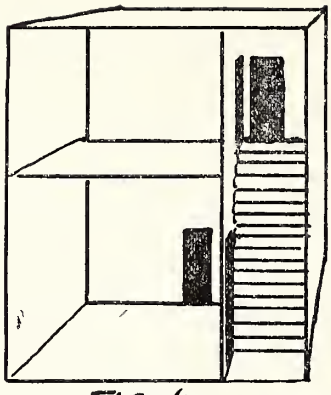


FIG 4

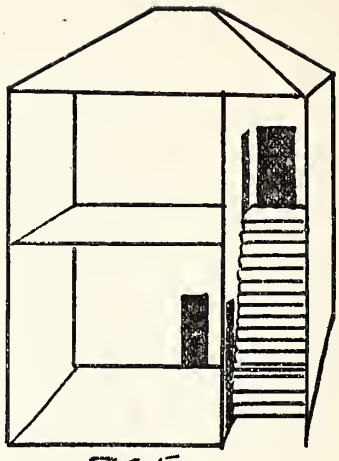


FIG 5

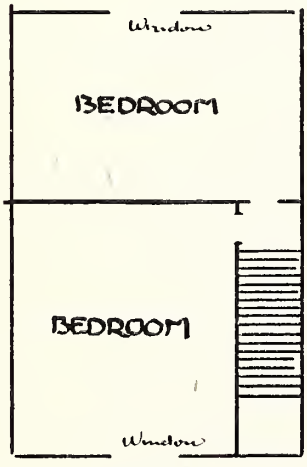


FIG 2
FIRST FLOOR

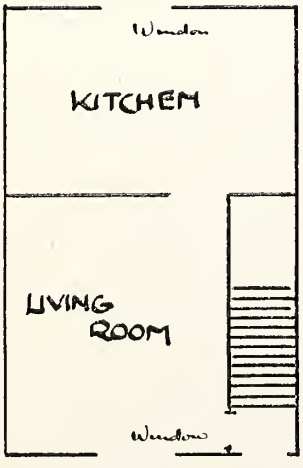


FIG 3 GROUND FLOOR

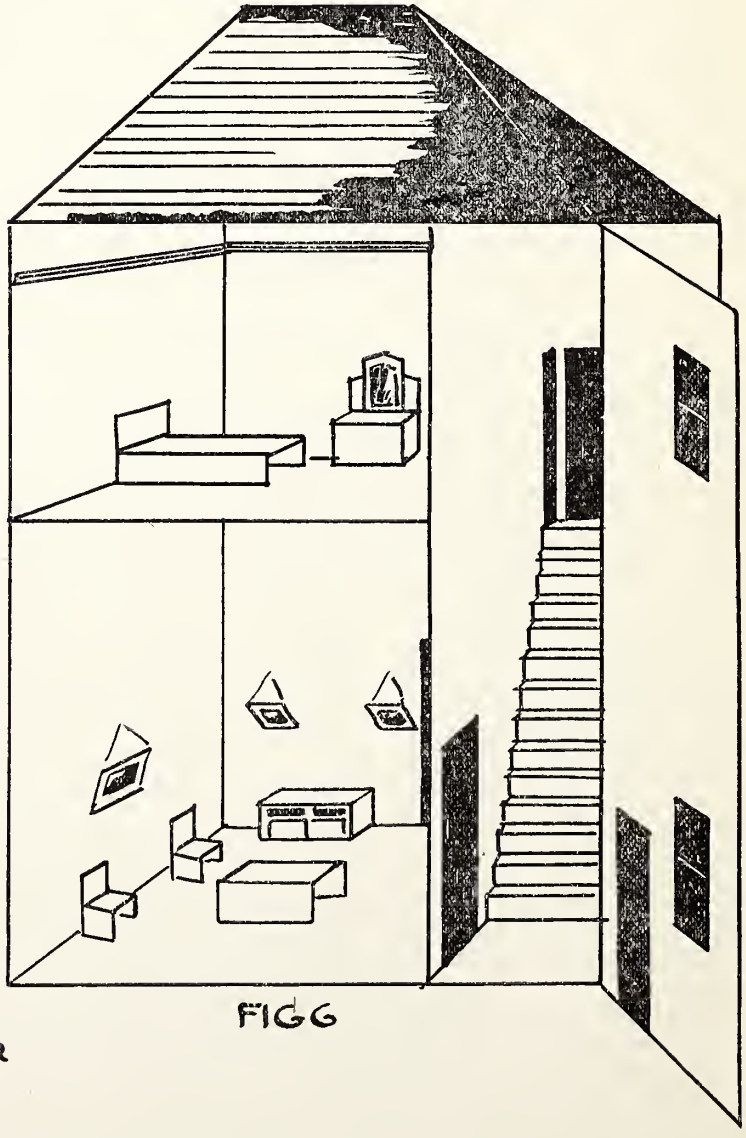


FIG 6

PATTERNS FOR DOLL'S HOUSE

By John Y. Dunlop

TOY MAKING IN THE KINDERGARTEN

THE DOLLS HOUSE.

By Wm. Y. Dunlop.

At the present day it is hardly necessary to speak of the educational value of handwork as a subject of practical instruction in elementary schools.

One of the chief difficulties in using it is the difficulty of finding some one branch to be useful in the whole school and which can be made the base of other lessons.

The value of correlation even at this early stage is too well understood, for it to be worth while to speak much of the additional value of the scheme which correlates many different subjects and yet it is a point which cannot be too well emphasized.

Such scheme can be embodied in the dolls' house more easily and effectively I think than in anything else.

It includes designing, drawing, modeling, painting, practical woodwork, weaving, needlework, knitting, nature study and hygiene.

It can also be brought to bear on the history lesson for the children who are making a make believe home will find added interest in the homes of their forefathers.

The same remarks apply to domestic arrangements and to dress and to development of national resources.

There is no other occupation which can form a centre for such a large group of interests.

Some additional advantages are to be found in the facts that no special ability on the part of the teacher is required and that the expense of the whole thing is small.

There are two possible ways of beginning the doll's house and naturally each teacher must decide for herself which of them is most likely to appeal to her own school.

You may begin by first finding the doll and then making a house for it or you may first build the house and then find the inhabitants for it.

But whichever you decide to do the ultimate procedure when you get to the building of the house is the same.

To stimulate the children's interest each teacher will of course follow her own individuality.

But I think a very good plan is to begin by telling the children that we will go for a walk but instead of studying flowers we will study houses.

In the interval between those imaginary walks, we ask the children to bring pictures of houses and more varied collections it would be most difficult to find.

By this time the proposed doll's house is beginning to be a topic of interest to the fathers and the mothers of most of the class and it continues to be so.

Having learned as much as possible the next step is to select a type and then with the idea of that design before us let the class begin to build.

It is absolutely necessary that the doll's house should be a cottage and another point which is worth considering is that we should be guided by our knowledge of the cottages in the district.

The chief distinguishing features must be simplicity of construction.

In this I would suggest that the side walls and the floor of the house be framed together with heavy cardboard.

Taking a house as shown by figures 1, 2, and 3, in that case build in the first place as shown by figure 4, which consists of two gables, ground and first floor and two partitions and top piece.

paint in the positions of the door and build the stair

Add the roof as shown by figure 5 and then cut out the front and back piece of cardboard which are be hinges on the one side with a strip of cloth.

The house is now ready to be decorated. Paint in the doors and windows as shown in the plan, figures 2 and 3.

When the outside is finished, open the front and discuss the decoration of the front rooms.

A clear idea can now be had by the whole class of the internal shape of the four rooms.

So that the next lesson is the design of furniture to be and the color of each room.

This is really a very interesting pattern for a doll's house and it is really simple although it may sound rather complicated and with the aid of the sketch at figure 6, which shows the living room and the front bed room furnished, I think no real difficulty will be found, and I would recommend that those teachers who have not tried this occupation should give it a trial.

JOHN Y. DUNLOP,
Glasgow.

A FEW WISE THOUGTHS ON DISCIPLINE.

(Copied from a Student's Note Book.)

1. Give children right attitude toward life to save many later sad experiences is teacher's priilege and duty.
2. *Go near* child to discipline it.
3. Never punish in anger.
4. Remember your own commands.
5. Reward occasionally, not as a rule.
6. Impart standards—using stories.
7. See ahead—thus avoid trouble.
8. Believe in power of example.
9. Before speaking—have perfect silence—use sweet voice.
10. Avoid "Dont's. Keep the good, the positive before the child—not the negative.
12. Whisper corrections when possible.
13. Do not require too much of the young child.
14. Always enter into the child's experience before correcting. Study child's motives as well as deeds.

A course in social service for parents has just been given at the National Kindergarten College, Chicago. Visiting nurses, playgrounds, juvenile courts, and social settlements were some of the topics treated.

There is no friend so faithful as a good book.

No book is worth anything which is not worth much.—Ruskin.



THE COMMITTEE OF THE WHOLE

CONDUCTED BY BERTHA JOHNSTON

THIS COMMITTEE OF THE WHOLE, of which all Subscribers to the Kindergarten-Primary Magazine are members, will consider those various problems which meet the practicing Kindergartner—problems relating to the School-room proper, Ventilation, Heating, and the like; the Aesthetics of School-room Decoration; Problems of the Physical Welfare of the Child, including the Normal, the Defective, and the Precocious; questions suggested by the use of Kindergarten Material, the Gifts, Occupations, Games, Toys, Pets; Mothers-meetings; School Government; Child Psychology; the relation of Home to School and the Kindergarten to the Grades; and problems regarding the Moral Development of the Child and their relation to Froebel's Philosophy and Methods All questions will be welcomed and also any suggestions of ways in which Kindergartners have successfully met the problems incidental to kindergarten and primary practice. All replies to queries will be made through this department, and not by correspondence.

Address all inquiries to

MISS BERTHA JOHNSTON, EDITOR,
369 CLINTON ST., BROOKLYN, N. Y.

A MORNING AT SESAME HOUSE.

The Mecca of the kindergarten visitor in London, is assuredly, Sesame House, which trains young women along the lines proved good by Pestalozzi-Froebel House of Berlin, and the editor of this Dept. of the Kindergarten Primary Magazine will describe two delightful visits to this interesting centre of Pestalozzian-Froebelian activities.

First a few words about how it came to be.

We had formerly thought of the name as being derived from the magic formula "Open Sesame," which, in the dear old Arabian Nights story, opens the treasure cave to the robbers and to Ali Baba, but it derives its title only indirectly from this source, thus: John Ruskin wrote his famous little essays, "Sesame and Lillies," addressed primarily to people of leisure, the Sesame part to men and the Lily part for women, to awaken them to their responsibility to use their leisure conscientiously; it is a call to high thinking and noble living, to a sense of noblisse oblige. The text of the Sesame section is "Ye shall have a cake of sesame and ten pounds," and it calls attention to the treasures hidden in books,—an "Open Sesame" as it were, to these treasures. One result of the publication of these famous essays, was the formation by an earnest group of people, of the so-called Sesame Club, and it was this club that founded Sesame House, which indeed opens to its students and children, a key to the treasure-house of nature, Man and God.

Fraulein Schepel, who for 20 years was the animating spirit of the Pestallozzi-Froebel Haus of Berlin, was called in 1899 to organize and direct the London college.

A few years ago Fraulein Schepel resigned altho she is still a frequent visitor, and Miss Emily Last now conducts in the same spirit of consecrated and intelligent devotion, the training of young women for ideal womanhood and motherhood.

Walking along an attractive street Acacia Road, we come to an arched gateway, with an inscription that lets us know we have reached our destination.

Entering, we follow a path lined with lime (or, as we call them, linden trees,) to the large, old-fashioned house. We note in passing strings of monkey-nuts (peanuts) tied to the trees for the "Daws (or other) birds to peck at," and to our right, is the bird's table with its basin of water for the bird visitors. The grounds are spacious, and some distance away is the henhouse, where real fowls disport themselves, and where actual egg-hunting may be enjoyed by the little ones. There are flower and kitchen gardens in which the children raise their own plants and vegetables to be painted, or modeled in clay at all stages of development, and wherein the students study plant life from both the practical and the more scientific standpoint.

Unfortunately we had missed our way in finding the place and so we arrived too late to see one of the most characteristic exercises—the feeding of the pets and the cleaning of the birdcage, the goldfish aquarium, the rabbit hutch, and other early morning labors. When we entered the room the children stood in three rows and a little conversation was in progress interspersed with singing. Later, the children sat in a circle and a mysterious basket was brought in, which was found to hold a most beautiful black Angora cat, a pet of one of the teachers which she had taken pains to bring from home that morning, and which formed a subject of observation for the interested onlookers.

The visitor was shown seeds of various kinds, which the children themselves had collected, and which were being saved in paper envelopes and card boxes (made by the children,) until they should be wanted for planting in the spring, or in occupation work at table.

Much stress in this College, is laid upon "group work," that is to say, the guidance and control of a group of children of varying ages, such as a normal family afford, and th econtrol of which requires quite different methods from those employed with a circle in which all are of the same stage of development. Here, in a small room we saw such a group engaged happily in a few household tasks. A boy of about five, was washing the windows, making them so bright and shining; two little girls were washing a pair of vases, another was shining some bit of metal, and a tiny boy was arranging flowers in a vase. But being inexperienced he did not cut the stems short enough, the vase was over-balanced, it upset, and then he must wipe it up again (cause and effect,) after which he cut the stems again, with

his little blunt scissors and the blossoms were successfully arranged.

The children were all happily active without being noisy, and after their labors were concluded the teacher told them the story of the Golden Windows, whose beautiful message will mean more and more to the children as they grow in years and life experience. A few games were played also, before the group was dismissed.

The students themselves study along lines that prepare them to direct intelligently and in the spirit of the two great Swiss and German educators, the work with children and later to superintend similar work in parish or settlement or in their own homes.

They have courses in cooking, vegetarian and otherwise; in marketing, and shopping; in keeping of accounts; in simple laundering (the day we were there a large red quilt had just been washed, according to approved methods to prevent fading or running of the colors; and various garments had gone through suds and rinsing and blueing waters. Hygiene, sanitation and like subjects are studied; also needle work, —the cutting and making of children's garments; in fact all topics that are essential to the conduct of a home, including the care of children from infancy up. For this training the latest subject-matter introduced into the curriculum, a well-equipped nursery is established in an attractive house a few blocks away from Sesame House. This "Sesame House Nursery" accommodates three resident infants, with six students, in addition to the Lady Superintendent and the physician. Here Sesame students may study the care and guidance of quite young children, observing side by side, the physical and the normal development. This course is optional except for those training for the profession of Lady Nurse. Many however, take it up to complete their own Home-Life Training. Among these are young women expecting to enter homes of their own. It is a three-months' course, both theoretic and practical, including the feeding, bathing, care in case of childish ailments. Meanwhile, all of these courses are of course accompanied or rather dominated by, the study of Froebel and Pestalozzi, the gifts and occupations, and all the other subjects that develop in the kindergartner that brooding, mother-instinct that lies innate in most women, but which needs intelligent, sympathetic, efficient training in order that not only the individual child but the great world at large may be intelligently and sympathetically mothered.

It is the great importance given to the industrial and the home-life side of the training which differentiates the Pestalozzian from other kindergarten training schools. It is carried on in the spirit of Froebel as expressed in his statement, "The destiny of nations lies far more in the hands of women—the mothers—than in the hands of those who possess power. We must cultivate women who are the educators of the human race, else a new generation cannot accomplish its task." The heart and imagination are exercised at every stage of the work so that there is no danger that the materialistic will overshadow the spiritual development.

Sesame is a seed of great importance in the life of the Orient—Sesame House seed has taken root in Egypt, in Brussels, in Milan, and the School of Mothercraft, founded in New York City a few years ago, derived its inspiration from the same source, for Mrs. Ashton Jonson, who came to the States and founded it, was chairman of the Sesame House Committee from the beginning. Many well-known educators belong in the Council. Among the original councillors were, besides Miss Schepel, Lady Isabel Margesson, Miss A. M. Buckton, Miss Fanny Franks, Professor Geddes, Miss Lyschinska, Professor Sadler, Harry Schrader of Berlin, Professor Sully, and our own Earl Barnes, besides many many others.

The Chicago Kindergarten Institute, with its students home called "Gertrude House," after Pestalozzi's ideal mother, "Gertrude," caught its inspiration also from Fralein Schepel, is animated by the same spirit. It now includes a home-making course.

Amidst "Wars and rumors of war," strikes and counter-strikes, what an oasis to the spirit is this centre of a quiet, beneficient influence which will in time, leaven the whole lump of human society.

MONTESSORI AND THE KINDERGARTEN

Miss Elizabeth Harrison.
of the National Kindergarten College, Chicago, Ill.

Physically: Dr. Montessori has organized definite gymnastics for the muscular development of the child, basing the same on their relationship to the nervous system, but so far has introduced no dramatic play.

Froebel would have all bodily exercise done under the stimulus of play, leaving the definite muscular development to the body's response to the demand of the dramatic instinct of the child. The two methods

Psychologically: Although Dr. Montessori claims can easily be united to the betterment of the child. that the unfolding of the child's inner life should be the chief aim of education, she frankly confesses that she knows no other way to deal with this spiritual life than definitely to train the senses. She says, "The content of our mind is made up of what we take materially from our surroundings by means of sensation." Therefore she emphasizes sense-impressions but ignores the process of apperception, memory and imagination by means of which the mind, itself, makes use of these sense-impressions for its own development. She leaves these important activities of the Ego undirected and uncorrected by the teacher, although often directed and interfered with by the other children.

Froebel, in all his writings, insists also upon the importance of clear sense-impression, but he then shows how each new sense-impression should be correlated, by the mind, with the knowledge already acquired, else the growth of the mind will be confused and hampered by unorganized impressions. He thus emphasizes the energies of the mind as inborn, acting upon the material brought it by means of the senses rather than as something built up from the outside world through sense-impressions.

Pedagogically: Dr. Montessori confines her "di

dactic material" to geometric impressions and utilitarian purposes.

Although his play-gifts are also geometric and the child's attention is sometimes called to the mathematical qualities of his material, Froebel's materials are created more for the purpose of satisfying the child's instinctive desire to take to pieces and put together all materials that come into his hands; in other words, to learn dimensions, form, weight, etc., more through creative play than by direct dictation.

Socially: Dr. Montessori would have the child learn his social relations through the actual experiences in the classroom and on the playground.

Froebel would have these experiences strengthened by dramatic play, stories and songs which portray the social life of mankind and its interdependence.

Spiritually: Dr. Montessori is very devout in her attitude toward the spiritual life of the child: she says, "In comparison to this realm all the rest is as nothing." Yet she acknowledges that it is a subject so complex and so deep that she scarcely dares touch upon it, and admits that it is to her as yet a vague, unsolved problem.

Froebel believed that there is a spiritual law of development as definite as the physical law of development, and that each child comes into the world with an inborn spiritual SELF which the senses do not reveal to us, but which nevertheless is self-evident and must be recognized and developed according to this law. Although he urged the study of the individual temperament, disposition and talents of each child he believed that all should come under this spiritual law of unification; because by means of it each human being learns to submit to the laws of nature, to harmonize his relations with his fellowman and to rationalize his conception of the Divine. Froebel created his play-material and selected and rearranged his play circle out of the mass of objects and activities which the world offers, in order that the child might see in his play-tools the geometric forms that unite all forms and feel in his dramatic games the social relationships which unite all mankind, and learn by means of his stories, songs and morning talks with his teacher that "this unity is God" and that "all things come from God and have their origin in the Divine Unity, in God alone.

Many kindergartners seem to have forgotten to keep in mind these two needs of the child, the individual and the universal, hence Dr. Montessori's special appeal for the first came like a clarion call to many parents.

(From Bulletin issued by U. S. Bureau of Education)

FIRST GRADE CONSTRUCTION WORK.

Construction work has been defined as the expression of thought through the hands by the use of some plastic material.

Some of the most important aims are:

(a) To satisfy the desire to express self-individuality in labor.

(b) To satisfy the love to create.

(c) To foster originality, which is in every human soul, and is awaiting a means of expression.

(d) To correlate the class work with the manual modifying so-called busy work.

(e) To relate more closely the home with the school.

With the definition and the aims in mind, let us consider some of the ways we may utilize this line of work in a practical manner in the school room.

My first caution is to be content with crude expression in the beginning. For the highest idea of this work is destroyed if all the work is imitative, but some imitative work is allowable. Out of crude but original work done in first primary grades will come artistic expression in the upper grades, however.

How many first grade teachers have a doll house in their school rooms? Not an expensive one that has been purchased at a toy shop, but one made of a large wooden box, which some child has donated. After the box has been brought into the school room, have one of the older boys measure and cut the windows in it. Call for suggestions as to the papering of the walls, curtains, floor covering, wall decorations and furniture.

It is necessary for the children to decide whether they wish the house to be inhabited by paper or china dolls. Also decide which room this is to be, whether parlor, bedroom, or kitchen. If they decide parlor, after it is properly furnished, another room may be added. This may be done until you have a house of four rooms.

Teachers who have not tried this plan will be astonished at the materials brought and made by the children, the taste, suggestions for home-making, and the ingenuity displayed by them.

Each week some little girl may be appointed to care for the house.

In what way may the furnishing and caring for this little home correlate with the formal teaching? These are some of the practical lessons a certain first grade teacher has worked out with her pupils. Out of the variety of wall paper brought in by the children, came the lessons in color and design.

A color lesson used as busy work in connection with the doll house, was the following: Each child had a sheet of 6x9 drawing paper and a box of Dixon's colored crayons. The children tinted their papers a light green. Each child was then given a small conventional fleur-de-lis, which the teacher had cut out of cardboard. This was placed on the tinted paper by the child to make a simple wall paper design. From this lesson come additional lessons of whether this design was to be used for side wall, ceiling, or border pattern. Also allow the children to experiment with color combinations, bringing out the thought that soft or pastel colorings make a better background for pictures and articles of furniture than large, gaudy effects.

With pegs and sticks children may originate designs for either wall or floor covering, drawing them on squared paper, and perhaps at another time working out these same patterns in color.

With slats, children may weave shades for the little windows.

The floor of the doll house gives abundant scope for lessons in color and design. As the children bring in carpet for one room the teacher may direct the children's attention to the harmony with the wall covering, the appropriateness of color to the practical use of the room. The children may decide to paint the floor, in which case it gives an impetus to the weaving of a little rug.

It is not necessary to buy looms for weaving. Ingenious teachers may make them out of cigar boxes or chalk boxes. Take the bottom from the box and along two opposite edges about ¼ inch apart drive tiny tacks. String up your loom with twine. Weave with yarn, zephyr, or strips of cotton cloth.

Another rug could be made for the bedroom or kitchen by braiding rags and twisting and sewing them in spiral fashion. The girls could bring their own material from home and make curtains for the windows.

TRAINING SCHOOLS

The graduation exercises of the Harriette Melissa Mills Kindergarten Training School occurred May 23, 1914, in the New York University Building, Washington Square, New York City. Several choruses were sung by the students, trained by Miss Elsie A. Merriam, and "Words of Counsel" were spoken by Dr. James E. Lough. Miss Julia Duncan presented the gold link for the school chain, Miss Mills presenting the diplomas. Part Two was a most charming Spring Pageant, the original work of the class of 1914. The principal characters were, Winter, Spring and June, while at the appropriate moment, the Frost Sprites, Sunshine Fairies, Violets, and Roses garbed in symbolic raiment, wove in and out of the dances, whose figures were planned by the students, and presented a spectacle captivating in its simplicity, grace and harmony of color—all expressing the joy of the springtime.

The New York Kindergarten Association will open a Kindergarten Training School October 1st, 1914, under the direction of Miss Laura Fisher. Normal Course, two years; observation and practice teaching in the kindergartens of the Association.

Miss Caroline Crawford gave an interesting talk before the New York Public School Kindergarten Association on Wednesday, May 20, on simiple games and dances, explaining that the first known art form was the dramatic dance and that in art form two things must invariably be looked for—plot and characterization. A plot is built on cumulative repetition and by contrast, the simplest plot she knew being "Follow the Leader." In dramatizing "Mother Goose" instead of making it narrative make it characterization of moods that happen very frequently in a child's life.

Miss Crawford gave demonstrations during her talk which were very suggestive and helpful to her listeners. The large number present was pleased to learn that Miss Crawford was having a book published entitled "Dramatic Games and Dances." This was the final meeting of the association of the year.

Miss Higgins,t the president, gave a brief outline of a varied and interesting program planned for the coming year.

MABEL S. ROGERS,
Press Com.
N. Y. P. S. K. A.

245 West 104th St.

In a "rapid-advancement class" in Boston, composed of the 36 brightest pupils of the fifth and sixth grades, and placed under one teacher from entrance to completion of course, the children finished all the work of the sixth, seventh and eighth grades in a year and a half. Only one hour a day was allowed these pupils for outside study.

BOOK NOTES

MONTESSORI SCHOOLS AS SEEN IN THE EARLY SUMMER OF 1913. By Jessie White, Dr. Sc. (Lond.) Pub. by Humphrey Milford, Oxford University Press. Cloth, 185 Pps.

This little volume cannot be too highly recommended both to those who have and to those who have not had the privilege of studying the Montessori method at first hand. It relates with sympathy and yet with scientific accuracy and detail, the author's observations of practice in thirteen different Montessori schools, in Milan, Verona, Rome, Bellinsona and Gerra-Gambierogma. Besides being a kindergarten vice-principal and author of a book on Froebel, Dr. White has had scientific training, and has been a science teacher for many years; she states with authority, therefore, the following rules for sound observational work, and which may well be handed down by kindergarten training schools, to their graduates and sutdents:—"Acquaintance with other methods employed for children of the same age so that novel points may not escape notice; the psychological knowledge necessary for appreciating the results of the method; impartiality of judgment in estimating the value of results; patience in studying the phenomena so that the impression formed on one day may if necessary, be corrected by later impressions; carefulness in weighing the judgments arrived at and in expressing them verbally."

These observations covered a period of two months and the comparison of one school with another, and the detailed description of individual children and their doings, as well as of the different teachers, and of the precise moment at which one occupation gave way to another gives the average reader as good an idea of what is being accomplished as if that reader were actually present but had not the power of observation and comparison so necessary to suond judgment. We close with one important conclusion of interest to all teachers: "This one thing these schools have conclusively proved, that consciousness of progress and power of self-criticism are much safer and more effective motives than emulation, and that the children are more charming and better just because they are never shown off. The truth is valuable to young beginners, as a guide to hear, to observe, when visiting day comes.

ENGLISH SYNONYMS, ANTONYMS, AND PREPOSITIONS. By James C. Fernald, L.H.D. Large 12mo, Cloth, 723 pp. $150, net; average carriage charges, 12 cents. Published by Funk & Wagnalls, New York.

Not one in a thousand of average students would ever discover, by independent study of the dictionary, that there are fifteen synonyms for *beautiful*, twenty-one for *beginning*, fifteen for *benevolence*, twenty for *friendly*, and thirty-seven for *pure*. The mere mention of such numbers open vistas of possible fulness, freedom , and variety of utterance, which will have for many persons the effect of revelation.

The work contains over 8,100 syuonyms, classified and discriminated, with nearly 4,000 classified antoyms; together with the correct use of prepositions indicated by illustrative examples.

To write or speak to the best purpose, one should know in the first place all the words from which he may choose, and then the exact reason why, in any case, any particular word should be chosen. No modern book covers this field so accurately and thoroughly as does this newest one by Dr. Fernald.

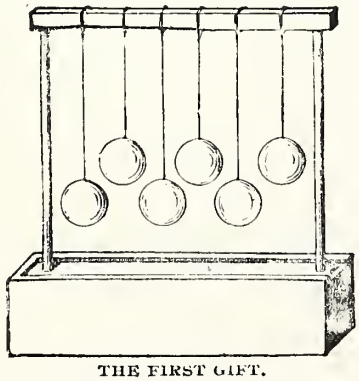
CONTINUED ON PAGE 35

SUGGESTIVE GIFT AND OCCUPATION LESSONS FOR PRIMARY AND RURAL TEACHERS

NOTE. It is hoped that this series of articles, which will probably continue during the coming year, will enable inexperienced primary and rural teachers to do better work with the little children. Creative self activity is a fundamental principle in kindergarten education. While imitative and suggestive work is necessary, yet the goal of the teacher should be to lead the pupils to plan, think, invent, and create for themselves. To this end the teacher must endeavor always to conform her program to the interests, experiences and capacity of her pupils.

THE FIRST GIFT IN PRIMARY AND RURAL SCHOOLS.

This gift as designed by Froebel, consists of six soft rubber balls, covered with woolen yarn or worsted, one each of the 6 principal colors, red, orange, yellow, green, blue, and violet. Each ball has a string attached, colored like the cover. The whole is usually contained in a wooden box, with sliding cover, cross beams, and support. Froebel chose the



THE FIRST GIFT.

ball for his First Gift chiefly because its shape is most pleasing to the child, and it can be easily grasped and held in the hand, but perhaps its chief attraction to the child, aside from the bright colors, is its tendency to constant motion. The fact that this form represents one of the three fundamental forms of the universe, the sphere, the cube, and the cylinder, has been emphasized, but this is of course beyond the comprehension of little children, and need not be enlarged upon.

In the kindergarten with the smallest children the gift teaches form, color, motion and direction, but the pupils of primary age are all doubtless familiar with the form involved, and hence the instructions can be confined chiefly to color and direction. The former is by far the most important.

A little investigation will reveal the fact that a vast majority of adults do not have a correct idea of even the six principal colors,—red, orange, yellow, green, blue, and violet. Hence the importance of emphasizing the color lesson.

In the kindergarten and primary school language should play an important part, and some of these lessons will undertake to correlate to some extent the gifts and occupations with language work.

SUGGESTIVE LESSONS.

LESSON NO. 1.

I have something in my hand. I am going to make the crayon tell you what it is. (Teacher writes). "A ball," both in print and in script, and then holds the ball in view of the class.) What have I? The children answer, "A ball." Yes. The crayon has told you, a ball (pointing to the print). It will look like this when you read it from the chart or book. When you write a letter the words look like this (pointing to the script). Now, can you see anything in the room that is of the same color?

Teacher encourages all the children to talk about the color. Now can you think of something that you can not see in the room that is in color like the ball? Yes, some apples, some flowers, some cloth, etc.

Now I am going to make the crayon tell you something more about the ball. (Writes, "It is a red ball.") What color is the ball? Yes the crayon has told you, "It is a red ball." Now read for me what my crayon has said. Let each member of the class read the words from the board.

Now look at the color of the ball very carefully and try to remember just how it looks so you can bring me tomorrow a bit of ribbon, cloth, paper, or something that looks red like the ball.

Now each hold out your right hand and I will give you a ball. Teacher distributes the balls to the class, repeating the lines:

With your right hand take the ball,
Be careful do not let it fall.

Teach each pupil receiving a ball to say, "I thank you," and close their hands: Then ask them to open their hands and look at the balls, repeating the lines:

The little balls are pretty, quite,
So round and soft with color bright.

If provided with a sufficient number of balls, those of one color only should be used at a time by all the members of the class. Otherwise, let the teacher use a ball of the color which is being emphasized for that day.

What shape is the ball? Yes, the ball is round. Now, I will make the crayon say that. "The ball is round." Let each child read the sentence.

Now let me see what we can do with the balls. Teacher swings ball like a pendulum. Children follow her in the motion in time to the words:

Tick, tock,
Like the clock,

First right,
Then left,
Tick, tock,
Like the clock

Then the teacher raises the ball in the air and drops it on the desk or floor to see it bound. Children do the same, and may repeat this in time with these words:

Up and down,
High and low,
The pretty balls,
So swiftly go

The motions and the words may be repeated several times.

Teacher brings out further qualities of the balls, as they are soft, they are small, they can roll and bound, stand still, etc. Bring out the fact that the balls are all alike except in one respect,—that of color.

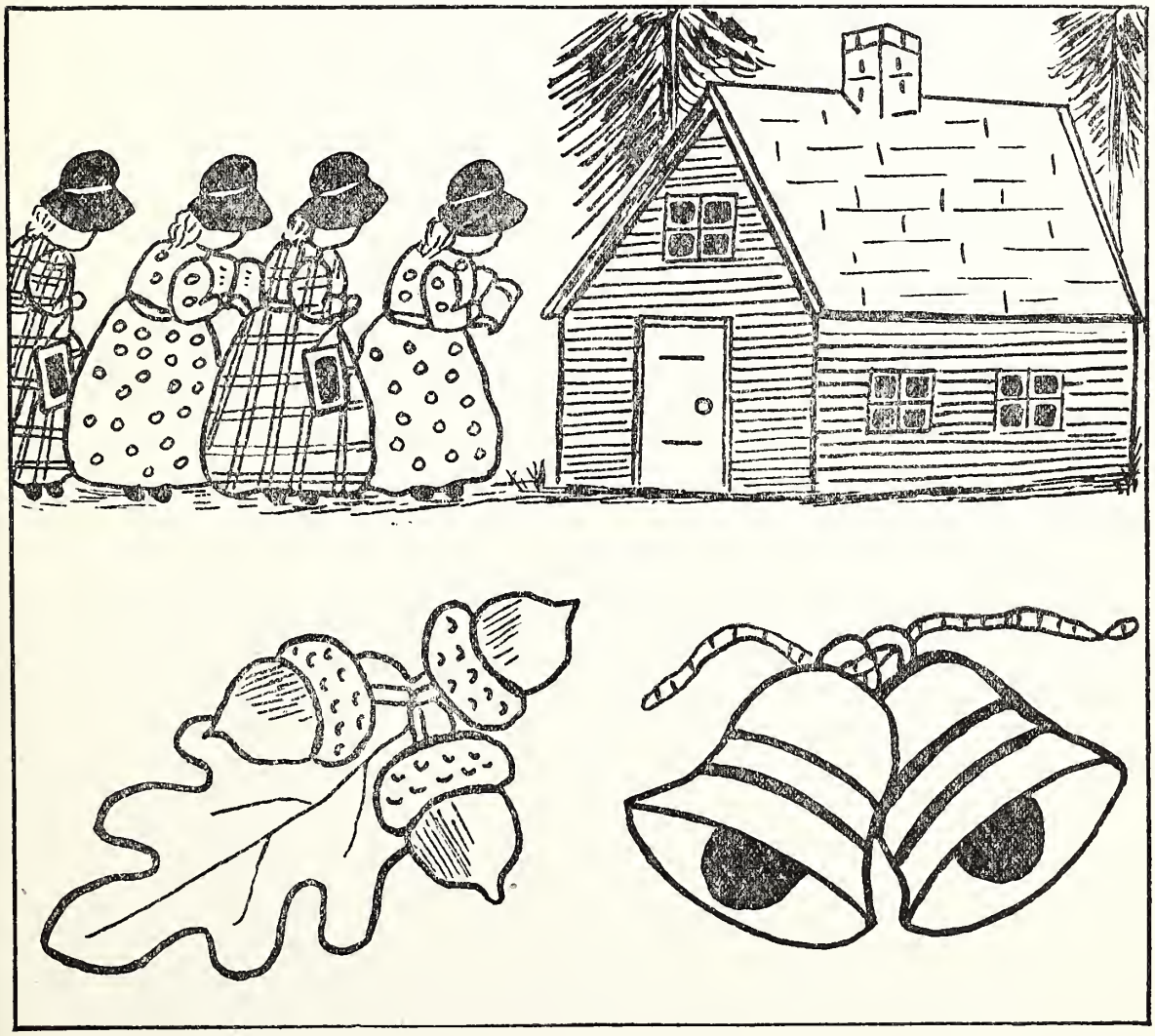
Now we will put the balls away. Charlie, you may gather them and put them into the box. When you go to your seats take your pencils and let me see how many can make their pencils say the words that my crayon has said.

For additional seat work let the children fold, string or paste red kindergarten papers, or sew circles with red thread, etc.

These lessons or plays may be lengthened or shortened as seems best by the teacher. They should never be conducted to weariness.

(To be continued)

Close observation of 600 school boys through a period of 7 years to discover the effects of the tobacco habit demonstrated to Supt. Davis, of Menominee, Mich., that the non-smokers averaged from 2 to 10 per cent higher in scholarship and were at still greater advantage in the athletics of the school. Idleness and poor conditions of home life were the almost invariable accompaniments of all cases of smoking and all cases of failure which he observed.



L. R. S.

SUGGESTION BY LAURA ROUNTREE SMITH FOR BLACKBOARD DRAWING, LANGUAGE OR STORY PLAY

HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

DEAR RURAL TEACHER.—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children, and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

SEPTEMBER, 1914.

The Lord of love came down from above,
To live with the men who work.
This is the rose that He planted
Here in the thorn-cursed soil,—
Heaven is blessed with perfect rest,
But the blessing of earth is toil.

—*Henry Van Dyke*

"Blessed are the Happiness Makers."

"The world belongs to the energetic man."

"Genius begins great works; labor alone finishes them."

"Don't let the stream of your life be a murmuring stream."

SUGGESTIONS.

There is always more of the beautiful in Nature than of the disagreeable; more of pleasure than of pain: more of light than of darkness.

A little more sunshine—few rules and much heart is what is needed in our schoolrooms. Remember in all your dealings with children that kindness and patience are far more effectual in producing desired results than rudeness and surliness.

Make an outline of what you expect to accomplish in each of your classes during each day; devices you will use; topics you wish to emphasize; the habits you wish to correct, and how and why.

In all recitations call upon dull pupils more often than upon the quick and bright ones. The dull ones need your help and encouragement.

Insist upon quickness of movement at all times. Physical quickness tends to produce mental alertness.

Be definite in the assignment of lessons. Tell children what to do and how to do. Much time is wasted from lack of careful planning. You have much to accomplish in a few hours.

School officers are being reminded by the County Commissioners their duties in reference to seeing that all buildings are in good repair and in a sanitary condition. It is your duty as teachers to see that they continue so.

BUSY WORK.

There is no better way for beginners to become familiar with the school room and its furnishings than by the use of sewing cards.

Hectograph pictures of the school buildings on heavy paper, and give to the children to prick and sew. Use sansilk for sewing as near the color of the building as possible.

In the same manner outline the familiar objects,—as pail, cup, globe, waste-paper basket, clock, book-case, etc., and give these to pupils.

The children will enjoy making frames for some of their best sewing cards. We suggest the use of the disconnected slats, or "Ninth Gift." These can be arranged in a variety of shapes, diamond shape, square, or oblong. Card board frames covered with raffia may easily be made if an oval one is preferred.

PICTURE STUDY.

Study a few of the best pictures yourself, and give some instruction to arouse the interest of the pupils along this line. A fine picture like fine music is soul inspiring.

Place upon the walls nothing but the copies of masterpieces of art, and children will cease to care for cheap and highly colored chromos. Picture Study—The Cat Family. The artist—Adam.

Little is known of the personal history of the artist. His father was a famous German painter of battle scenes. The son inherited his father's tastes and talents. His best known paintings are animals.

The picture—The serious old cat is aroused by her frolicsome kittens. She tries to quiet them, and while she holds some in check, others are engaged in play near at hand, ready at any moment to scramble over her body.

The children should tell the number they see in the picture and whether wild or tame. Have them tell about their own cats.

In connection with this study we suggest that the picture page in the Kindergarten Magazine, Sept. 1913, be used if you have not already done so. Make simple booklets, or mount upon Bristol board or construction paper and frame them.

DEVICES.

Number—Place a circle upon the board, and just within make a circle of figures from 1 to 9 inclusive. In the centre write a number affixing the sign. As you point to a number in the circle the pupil adds it to, or multiplies it by the number in the centre.

Word Games—1. For review of the words learned in the reading work. Make two sets of cards on which are written the words. Distribute one set among the pupils. Hold up one card after another from your set just for an instant, and if the child recognizes the mate to one of his cards he is entitled to your card. Pupils who can match all their words may be given stars on the roll of honor.

2. Make a set of cards having words on one side and pictures representing the words on the other side. Place the words upon the children's desks with picture side down. Have another child point to the words, if a word is not recognized quickly, he must turn it over and give it by help of the picture. Those who can give all without having any pictures showing upon their desks receive stars of reward.

Color work and cutting—Cut pictures of autumn flowers from colored paper, and mount. These may be used in flower games. Each pupil may describe a flower without naming it, the others to guess the name from the description. At another time each may personate a flower, and the name found by the following questions,—"Do you grow in the fields?" "Are you yellow?" "Have you a long or short stem?" etc.,

RURAL SCHOOL IMPROVEMENT

ONE DAY'S WORK ON A COUNTRY SCHOOL HOUSE.

It took just one working day of eight hours to transform a Tennessee rural school house that was in very bad condition into a building of which any community would be proud. What was accomplished in this instance by community co-operation could be carried out effectively by any county superintendent, teacher, or school improvement association.

This unique and practical demonstration in public school improvement was engineered by Prof. D. Riley Haworth, of the East Tennessee State Normal School. Prof. Haworth first secured the co-operation of the county board of education of McMinn County, in which the demonstration was carried out. He also secured the co-operation of the public school teachers of the county and of the patrons of the Neil school, the plan being to show what any neighborhood CAN DO IN ONE DAY BY UNITED ACTION in the improvement of school buildings and grounds.

A band of teachers, school patrons and normal school students marched out to the Neil school early in the morning, to begin operations. An official photographer was taken along; he made photographs of the school grounds, the building and interior at 8 a. m. before work began, and again at 4 p. m., when the day's work was completed. The "Before" and "After" pictures made it look as if a miracle had taken place.

The building at 8 a. m. was in as disreputable a condition as it could be and still be used for school purposes. The workers were armed with shovels, hoes, axes, carpenters' tools, paint, whitewash, and soap. They nailed on new boards where they were needed, painted the building, built a chimney, cleaned up the rubbish, scrubbed the floor, renovated the entire interior, constructed a bookcase for the teacher, tinted the walls a pearl gray color, and hung pictures. The old desks were removed and new desks, supplied by the school district, were placed in the building.

The outlay aggregated, in cash, $33. It included 12 gallons of paint, 5 gallons of linseed oil, 4 paint brushes, 1-2 bushel of whitewash, $2 worth of weather boarding and lathing, 2 pounds of nails, 4 window shades, material for sash curtains, 4 pictures, a number of books to start a school library, and one American flag. When the work was completed the building presented as attractive an appearance as the best one-room country schools.

One of the most delightful features of the day was the social enjoyment that resulted from the gathering together of such a large group of workers. At noon a picnic dinner was served by people in the neighborhood of the school. It is planned to repeat the demonstration in many other parts of the state.

KINDERGARTEN PROGRESS.

In ten years kindergartens in the United States have grown from 3,244 kindergartens with 205,000 children to 7,557 kindergartens enrolling 364,189 children, according to a bulletin issued by the United States Bureau of Education.

Notwithstanding this encouraging increase in schools and pupils, the great majority of children are still without the advantages of kindergarten training. Only 9 per cent of the children or kindergarten age—4 to 6—were in kindergartens.

"Much constructive work must be done," declares Miss Myra Winchester, of the kindergarten division of the Bureau, reviewing the figures. "The child of kindergarten age is so young, so impressionable, so incapable of defending himself against the faulty words and actions and mental attitudes of the teacher, that means must be devised to eliminate or at least diminish the number of faulty teachers. Standards of requirements as to personality and academic and professional training must be raised and maintained, for the surest guarantee of the extension of kindergartens is good work done by good teachers."

Miss Winchester traces the path of progress in kindergartens from private philanthropy to public support. "First there were private kindergartens, regarded as more or less of a luxury for the well-to-do. Next, good men and women began to provide 'charity' kindergartens for the poor and neglected children; churches, settlements, kindergarten associations, and mill owners gave and continue to give glad and generous support to such kindergartens. Then as a direct outgrowth of the work of the kindergarten associations, there have evolved training schools for kindergarten teachers; the State legislature has been induced to pass a bill making it legal to institute public-school kindergartens; local boards of education have partially, then entirely, taken over the care and education of little children, and finally State and city normal schools have incorporated the kindergarten training schools, making them into a regularly integrated department."

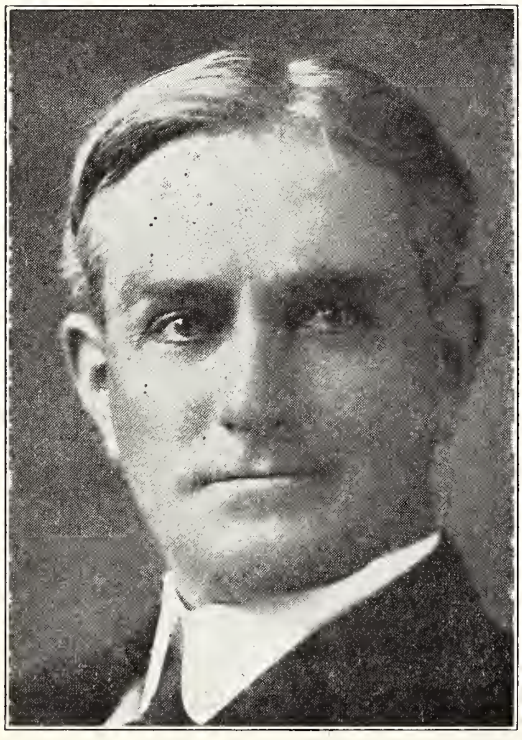
The Bureau's bulletin on kindergartens gives complete statistics for private and public kindergartens throughout the United States, so far as these were reported; together with opinions of superintendents, supervisors, and teachers as to the results of kindergarten training in their communities. The bulletin is illustrated with photographs of real kindergarten children in real kindergarten activities.

A series of meetings for vocational discussion in the Abilene, Kas., high school promises to develop a vocational club. The boys of the school listen to representative men in different fields of work tell of the requirements and rewards of their particular kind of work.

KINDERGARTEN APPRECIATION.

With a view to ascertaining the actual result of kindergarten work in the Public Schools—applying the acid test, as it were—Hon. P. P. Claxton, Commissioner of Education, sent the following inquiries to superintendents of schools, primary supervisors, and first grade teachers under them, in 127 cities of the United States:

"Your city has, I believe, had kindergartens as a part of its public school system for several years—long enough to test their value as a part of the system of public education. The Bureau of Education wishes to ascertain, as nearly as possible, just what this value is. To assist in this, will you kindly write me in detail your candid opinion in regard to the matter?



HON. P. P. CLAXTON
U. S. COMMISSIONER OF EDUCATION
EDMONSTON PHOTO, WASHINGTON, D. C.

"I desire especially to know what advantage children in the primary grades of the public schools who have had kindergarten training have over those who have not; also, what adjustments, if any, need to be made between the kindergarten and the lowest primary grades. Your experience and observation should enable you to speak with some degree of authority on this subject. May I therefore ask you to write me fully in regard to both points?"

The great majority of all the replies were most favorable, and should set at rest forever the question of the value of the kindergarten in connection with the public schools. We publish a few of the replies below, which will be continued in future issues, as space will permit.

J. V. Brennan, Ironwood, Mich.—We have had kindergartens as a department of our public school system for a number of years. This community consists of many nationalities and the people are practically all workers in the iron mines or about the iron mines. Families are usually large and the kindergarten here is a second home to the majority of the children. It is a place for the children to live as well as to learn. Very many of the children learn to speak the English language in the kindergarten. The kindergarten gives these children a right attitude toward schools and school work. In fact, without the kindergarten as an adjunct to the home, school progress here would be considerably retarded. The children who enter the grades from the kindergarten do much better work, as an average, than those who do not get this training. In my judgment, the kindergarten is an exceedingly valuable part of a school system, especially so in a working community where families are usually large and the parents occupied in the matter of making a living.

Gerard T. Smith, Peoria, Ill.—Kindergartens were introduced into the Peoria public schools five years ago by popular vote. The first year we had only six schools. They have increased at the rate of one or two schools each year until we now have thirteen, with the prospect of the introduction of new ones until each of the nineteen elementary schools shall have a kindergarten connected with it. This expansion of the department in itself answers the question as to whether we believe there is value in kindergartens as a part of the public school system. The introduction was made in the face of scepticism and general disbelief in their educational worth, by primary teachers but this attitude has almost entirely changed. Personally, I consider that the undefinable influences are very marked in our schools. Moreover, I find that our children enter the subsequent grades with much better mental poise, as well as ability to think and act, than children who have not been in kindergartens. In our intermediate

H. F. Leverenz, Sheboygan, Wis.—The schools of this city would not appear complete, and would not be complete, without the kindergartens. They have been a part of the public school system of this city since 1890; they have always been popular, and they have been liberally supported, although a few individuals have occasionally questioned their value. No one who knows kindergartens will question their value in sense training and also physical and moral training. Parents who have children in the kindergarten are often found giving testimony of these values without intending to do so.

The kindergarten introduces the child into school life in the proper manner. This point can not be overestimated, for this attitude toward school life accompanies the child to and through the succeeding grades. The kindergarten is also the means of bringing parents in contact with school more than any other grade.

Jeremiath Rhode, Pasadena, Cal.—Pasadena has well-organized, thoroughly equipped and modern kindergartens. I believe thoroughly in the kindergarten idea and feel that our experiment in Pasadena has abundantly proved the work of the kindergarten in socializing the community; in bringing children in the best way from the home to the primary school administration and teaching. Without question we are getting greater value from the kindergartens as organized in our city than from any other single department of our school work.

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TO BE CONTINUED

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"The Report of the Committee of Nineteen of the I. K. U."

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BOOK NOTES

(CONTINUED)

AT THE BACK OF THE NORTH WIND. George MacDonald Stories for Little Folks. Simplified by Elizabeth Lewis. Illuminated Cloth. 126 pages, with six full page illustrations in color. Price $1.50, Published by J. B. Lippincott Company, Philadelphia, Pa.

Contents: Diamond makes the Acquaintance of North Wind. North Wind Sinks a Ship. The Land at the Back of the North Wind. Diamond's Father Loses His Employment. Diamond Learns to Drive a Horse. Diamond Drives the Cab. Diamond Visits Nanny. Things Go Hard With Diamond's Family. Diamond in His New Home. Another Visit From North Wind. North Wind Carries Diamond Away.

DAILY ENGLISH LESSONS. Book One, By Willis H. Wilcox, Ph. M. Cloth. 250 pages. Published by J. B. Lippincott Company, Philadelphia, Pa. No price given.

We have received book one of this series, which embodies an attempt to present a course in elementary English, that teachers with limited training can use. A sufficient number of lessons, each year, are used to practically fill up the year's work. We advise all teachers of English to examine the series.

THE CRESCENT MOON. Child-Poems by Rabindranath Tagore. Translated from the Original Bengali by the Author, with eight illustrations in Color. Cloth, 82 pps. $1.25 net. The MacMillan Co., N. Y.

In these delightful prose-poems, one sees anew the child universal, though here clothed in the flesh and the spirit, of the Oriental—the imaginative child looking at the moon and stars, playing with the clouds or with the flowers; the child in the home and on the shore; the child asleep, and the child a-study. These word-pictures will appeal and interest all lovers of childhood. The answer to the child's question, "Where have I come from, where did you pick me up?" has a message of inspiration for all mothers, the world over. Mother and child are seen together as charming, sympathetic companions, in each short poem, in which simplicity of expression unites with a profound insight into child nature.

A CHILD'S STORY OF DUNBAR. By Julia L. Henderson. The Crisis Publishing Co., 70 Fifth Ave., N. Y. Paper, 43 Pps. Price 25 cts.

The life of the great Negro poet, arranged in short sections and easy but choice language, suitable for reading lessons at home or in school. It is a story with which every American child of whatever race, should be familiar. The life history of this boy, (born of parents who had once been slaves, before they found a home in Canada), his struggles, aspirations and success, is an honor to all humanity, and may well be a stimulus for all children, to nobler living.

A METHOD FOR TEACHING PRIMARY READING. By Lida Brown McMurry. Cloth, 80 pps. Price 50 cts. Published by the MacMillan Company, Boston, New York and Chicago.

This book has been prepared to be used as a manual by teachers of beginning reading in the primary grades in the elementary schools. The methods that are outlined may be used in connection with any other method or with any set of basal readers. The application and the suggestions given are general; and yet teachers, who are perplexed by problems in the teaching of primary reading, will be able, by following this step-by-step process, to overcome many specific difficulties. We advise teachers to investigate this book.

FRANCIS W. PARKER SCHOOL YEAR BOOK. Volume 3, June, 1914. 188 pages. 50 illustrations. Francis W. Parker School, Chicago.

This volume, prepared by the faculty of the Francis W. Parker School, Chicago, deals with "Expression as a means of Developing Motive," or the place of expression in the process of education. It is a distinctive contribution to literature on social education, and portrays vividly certain fundamental phases of educaton as they have been worked out in this school. Those who have read Volumes I and II of this *Year Book* will welcome the present volume.

THE IDEAL PHONIC PRIMER. By H. M. B. With illustrations by Edward M. Buttimer. Cloth. 96 pages. Price 20cts. Published by Edward E. Babb & Co. 93 Federal St., Boston, Mass.

This book is a valuable aid to primary teachers in imparting correct pronounciation, and in securing rapid progress in reading. Write Edward E. Babb & Co. for circulars and full description.

THE MONTESSORI SYSTEM EXAMINED. By Wm. Heard Kilpatrick, Ass't Professor of the philosophy of education, Teacher's College, Columbia University, New York. Cloth. 72 pages, Price 35 cts. Published by Houghton, Mifflin Co.

This volume constitutes one of the series of the Riverside Educational Monographs. Every educator in America should read and study this little book. We can heartily recommend it.

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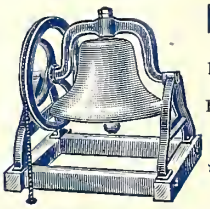
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OCTOBER, 1914. **VOL. XXVII—No. 2**

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"EVERY rural school should provide a home including a small farm for the teacher. This teacher will be one trained for rural schools, will know the child and his needs, will cease to be a tramp teacher, will be able to correlate school life with life in the country, and will be a leader of men. We favor a county or a larger administrative district union for rural-school work, thus providing equality of educational privileges, equalization of taxes, adaptation to the growing needs, and efficient supervision. —From resolution adopted by Department of Superintendence, N. E. A.

PRACTICALLY all contributors to the Kindergarten Primary Magazine are experienced as kindergartners, kindergarten training school teachers, or principals, supervisors of great public school kindergarten systems or successful primary teachers. You receive the benefit of their long years of practical experience. Have you ever known a really successful teacher in any line who does not take advantage of information so easily obtained as through the columns of educational publications? If not, how can you otherwise hope to do your best work with little children. Do you not realize how easily and unconsciously the teacher who fails to read educational papers along her particular line, becomes a "back number." There are none too many kindergarten periodical publications—you should not only read but study them all. If you are to be a real live kindergartner doing your work efficiently you will need all the help you can get, from every available source.

FROM a sermon by Jenkin Lloyd Jones in *Unity*, we qoute: "Tolstoy, when he came to dic, selected the place of his burial from this story, too little known. When a little lad his older brother Nicholas told him, that there grew in a certain ravine a tree with a green bark that would teach people ant—philosophy, which was the philosophy of living together in the interest of the community, and so the other little children in the family used to throw a cloth over the table and crawl beneath and play that they were ants where everybody would be equal and all would work for the well-being of the entire community." If children were properly guided in plays that thus trained in co-operation rather than for war it would not be many generations before Reason swayed where passion and mistaken ambition now rule. Let us hope that the nations will soon follow in the footsteps of Pestalozzi and Froebel and Tolstoy, who trusted in that divine spark that lights every soul born into this world.—B. J.

This war, so unspeakably unnecessary, so awful in its magnitude, so incomprehensible in any real reason for its existence, ought surely to give pause to the nations of the earth, and men and women ought everywhere to unite in prayer that in some way its fearful march be halted and in some way peace be brought back to Europe and tens of millions be made to rejoice that their loved ones are to be saved from the useless sacrifice which has already cost so many lives and broken so many hearts. And surely we should pray that this country may forever be saved from any spirit of war, and that its people and its officials may forever remember that a soft answer turneth away wrath, and that the world is to be conquered not by might, but by right. Worthless is the commerce and the wealth of the world when weighed in the balance against death and broken hearts.—*The Burning Bush.*

GENERAL SUGGESTONS FOR OCTOBER PROGRAM

By JENNY B. MERRILL, Pd D.
Former Supervisor of Public School Kindergartens, New York City: Special Lecturers on Educational Topics

The longer I try to help kindergartners prepare a monthly program, the more thoroughly convinced am I that each kindergartner must be responsible for her own if she wishes to live up to the best thought of the day, in psychology, in child study or even in "*common sense!*"

I have been re-reading ten October programs. I wish the magazine could publish them all that our readers might apply that great gift we mentioned last month, *comparison*, to inspire them to make their own decisions as to what is best for the environment in which they find their respective kindergartens.

Some one has said the child is dependent upon both "Nurture" and "Nature" for his development.

It would almost seem that some of our little ones had had no "Nurture" and no "Nature," as we usually interpret those words, in the kindergarten for us to build upon. Our first duty is to seek out and determine what they have had of each for unless we do we will waste our energies. If they have had both in good measure, that, too, should be considered. We must likewise consider our own ability in preparing a program, as for example, our ability to *draw* well on the blackboard.

Here is a charming description of a program which was based not only upon environment, the children living near a small city park, but also upon the kindergartner's ability to sketch well upon the blackboard.

You will read the plan with pleasure and catch inspiration from it as I have, though you may sigh and say, "I wish I could draw like that," or "I wish my kindergarten was near a park!"

Here it is:-

How I used the blackboard in September and October.

"A cross-town car line and a paving of cobble-stones, does not prevent our street from being a busy thoroughfare. The children see loads of hay, flour, fruit and vegetables of all kinds, coal, iron, huge tree-trunks, boards of all sizes, kindling-wood, barrels and furniture frames; and one happy day we saw a load of sand which stopped at the school and was deposited in the basement. The children tell of the truck-loads of chickens and ducks that they see and they really hear the sounds they make, and of course they want to know where all these things come from.

The load of sand was accounted for first. I drew a picture of a *beach*, the length of the black-board, with children digging in the sand, and *men loading just such a wagon* as had brought our sand to us!

The sea shore led to related subjects and *our picture* grew until it had illustrated many simple stories and songs.

I found that the children learned much about *fish* from the loaded push-carts, and there is always some one who can find oyster and clam shells when we want them. We used them in our sand box, and made a beach there too.

We began October with a walk to the park at the foot of the street. As soon as we returned to the kindergarten we made pictures on the black-board of the trees we had seen. The children helped by telling about the different trees they had noticed particularly. The leaves in these trees were green at first and as nearly as possible we follow the changes. The children who live near the park tell us all that happens to the trees. We keep them in the picture until all the leaves disappear. Later these few trees in the park that they know so well stand amongst others which I have also drawn; as we walk about autumn fruits. There are fruit trees, nut trees, and oaktrees. As the leaves on some of the trees change color our picture becomes brilliant with fall colors. The leaves in the park turn from green to brown.

It is a great satisfaction to be able to bring branches of the different colored leaves, that the children can handle. I let them make impressions of leaves on clay. We also outline leaves and paint, draw, cut and tear out leaves.

Later in month barrels and wagons appear in our sketch under the fruit trees, and just such loads as the children see in the street also appear from day to day in our picture."

S. Q.

This very interesting plan was carried further into November and December. I hope to continue its story in the months to come. I have found that children love these "Growing pictures." You, who draw well, try such a sketch, if there is any basis for it in the child's experience, and also think how you can continue the growing sketch into November, for you will enjoy its progress all the more if you can work it out yourself.

Here is another suggestive outline, strongly condensed with more than enough in it to start many happy thoughts for the month of October.

Again we find the kindergartner studied what was in her neighborhood taking advantage of a *small farm* or *garden* on a city lot.

Do you think it was in the suburbs? No, it was in a crowded section of the city of new York. I fear some kindergartners would not have found "the

farm," or if they had, would not have persevered in securing permissions to visit it frequently. I transcribe this outline for your knowing it will help whether you are favored with a kind, nearby farmer or not, for every child should be introduced by story and picture to farm life if there is no other way.

PREVIEW FOR OCTOBER.

Walk—A visit to the farmer.

Central Object of Interests

1. Sand-box as a farm—children build a fence about it with slats, also farmer's house, barn, etc.
2. Pictures of the farmer at work. (Children's picture books.)
3. A lamb in a barn. (Use a small box.)
4. A doll dressed as "Little Red Riding Hood." (To illustrate story told.)

Talks:
Signs of autumn.
Flowers of autumn.
Autumn as a preparation for winter applied specially to the farmer.

Stories:
How the corn grew.
The scarecrow.
Mary had a little lamb.
Little Red Riding Hood.

Songs:
Grandmamma is knitting.
Twinkle, twinkle little star.
Clouds of gray are in the sky.
Oh, mother how pretty the moon looks tonight!

Rhythms and Gymnastic Exercises:
Washing, ironing, sweeping, scrubbing, sewing.
Farmer plowing, harrowing, hoeing, sowing, reaping, pitching hay, gathering fruits and nuts.
High stepping, trotting, creeping, hopping, etc.

Animals: (In particular.)
Horse.
Sheep.
Squirrel.

Selections to be memorized. (Not forced upon the children but recited to them many times.)
How the corn grew.
An autumn song—(A little each day.)
Mary had a little lamb.

Principal gift to be used.
The Fourth Gift.

Brush work and Crayon Drawings.
Autumn flowers.
Vegetables.
Autumn leaves.
Farmers' tools, etc.

H. K.

By comparing these two plans you see that if you cannot draw, you can make your scenes in the sand. Sand gives us the third dimension and is more real in some ways than pictures and less real in others. It is always well to use both sand and pictures if possible, as they supplement each other. Some kindergartners keep a row of pictures on the wall near the sand box illustrating the sea shore, or any scene that may happen to have laid out.

SENSE GAMES.

Let me urge attention to the sense of hearing. Let the children listen to the rustling sound of the leaves. It will quiet them.

Keep a large box of dried leaves letting the children often dive their hands into the box. Spread the leaves upon the floor during the circle period and allow the children to scatter with their feet. Let them use the rake afterwards to clean up, bringing the box into the circle, or a child's wagon to cart them off as the men in the park do it.

DRAMATIZATION.

I once saw in October a simple little dramatization in the morning circle after a conversation about the fall of leaves.

Two boys were appointed to be the workmen to gather up the leaves. One took the rake, the other a child's cart; each put on a cap as the scene was supposed to be out-of-doors. The two boys were both to talk to each other as if they were workmen. It was comical to hear them try to do so. "Come, Jim, hurry up," one said. "Here's the rake.", "Bring the shovel and load up the cart." "Get the horse." Another child was called, and was fastened by horse reins to the cart. Then the load of leaves was carted away. So the *play* restored the room to *order*.

I think this illustrates well how a play may be improvised or developed on the spot, using the simplest "properties" and as far as possible the child's imagination, and his own language in dialogue. The dialogue was changed from day to day as different children took part.

Another sense game may appeal to touch if several kinds of fruits or nuts are secured. Have the children close their eyes or better, put their hands behind them or under the table, and without looking select an acorn, a chestnut, an apple, an orange. Gradually place less familiar fruits and nuts or vegetables, adding their names to the child's vocabulary.

Keep always in mind that the child's vocabulary is growing day by day. Call frequently for the *names* of things.

Some children, particularly foreigners, do not known the names of the very objects which they handle daily.

As the children build, you may ask, "What is this?" of each individual child as you move about. Tell me something about it. Just one little sentence may be a triumph for the child if it is his own thought. Watch him struggle to tell you even the simplest story. Or again, "What are you *doing?*" This question brings out the important verbs or action words.

Such work in language is important in the kindergarten, but should not be forced or overdone. Well told stories and the verses of songs help wonderfully in

language, if they have been selected with care, repeated often and accompanied by emphasis, gesture and changes in voice.

October is one of the richest months in the year for the kindergarten program.

We have not referred to the flight of birds. The "Crane's Express" seems to be one of the favorite stories to impress it. Before telling it, have pictures of birds around the room for a week or more. Interest the children in the *names* of these birds and in their colors. Play bird games in review or as new ones, if the children are all new.

Tell the story of *the nest* of the spring time. If there are children who were with you then, let them tell it. Bring out your nests from the cabinet, or visit a tree. Talk of what the birds have been doing laying eggs, feeding the little birdies, teaching them to fly.

Now they are going for a long, long fly. Why? Where? Always arouse wonder. It is the precursor of thought.

It will all depend upon the age and development of the children whether this wonderful nature story is suitable.

Do not spoil a good story by telling it too soon; nor fail to tell it at the right time.

What an opportunity for your own growth to exercise judgment, in all this program work. Our programs will surely vary if we "*follow the child*" as Froebel and other educators advise us to do. Read Montessori's advice for the children to help in the kindergarten program.

PROBLEMS.

Many kindergartners are trying more and more to let the children set little *problems* for themselves, that they may have a purpose, an aim, and recognize when it is accomplished. For example, during October if there is a school garden, the children may have gathered seeds. Let them think what to make to put the seeds in. This is problem enough for a child. Give each child a piece of paper and see what he can make that will really hold seeds. Select the best result, talk about it, suggest further improvement if necessary. Let all try again, possibly the same day, possibly the next.

Exchange initiative however crude the result.

Follow it by imitation and suggestions. Keep dictation in the background until much later.

We hope to follow this thought of having the child work out his little problems more fully during the coming months, meanwhile, let me urge a close study of Miss Luella A. Palmer's paper upon this subject given last July before the kindergarten department of the National Education Association.

NOTE—The above detailed account of a week's work was prepared by a young kindergartner. In studying it observe the following points that she has introduced:

1. Practical exercises in care of room similar to those recommended by Dr. Montessori every morning before nine o'clock.
2. Daily use of the lullaby or silence exercise to secure composure after violent exercise in the play yard.
3. Group work.
4. Carefully selected rhythms.
5. Games in which all take part followed by choice.
6. Use of old fashioned finger plays as well as the modern kindergarten finger plays.
7. Children allowed to count each other at roll call, a valuable number lesson.
8. A Friday review.
9. Distribution of work to take home.

(In some kindergartens the last period is often given to play with the thing that has been made as the children's work is not always welcomed at home nor understood. Mothers' meetings gradually remedy this.)

PROGRAM FOR A WEEK IN OCTOBER

Central thought: Observation of changes in out door life.

Monday.

8:40—9.

Free play with balls.
Drawing on black-boards.
Helping to prepare room.

9—9:30.

Morning ring.
Greetings.
Good morning to you.
Goodmorning to the glorious sun.
Roll call.
Counting girls.
Counting boys.
Counting all children.
Talk on weather.
Kind of day.
Name of day.
Name of month.
Changes in month of October.
Fall flowers.
Bare twigs and trees.
Falling leaves.
Nutting season.
Turtle draws into shell, caterpillar asleep.
Birds migrate, etc.

9:30—9:40.

Marching.
With soldier cap.
With trumpets.
With drums.
With flags.

9:40—10.
Recess in yard.
10—10:30.
Gift period.
Five minute lullaby and rest.
Emphasis on orderly presentation and arrangement of material.
Group A—3rd gift.
Simple life forms—little copies of daily life around them.
Chairs, beds, tables, side-board, bureau, etc.
Group B—Slats.
Sorting colors.
Arranging in piles of 5 each.
10:30—10:45.
Rhythms and physical exercises.
Running.
Skipping.
Hopping.
Bouncing balls.
Tossing balls.
10:45—11:15.
Occupation.
Group A—Tearing red and yellow autumn leaves.
Group B—Drawing bare trees.
11:15—11:40.
Games.
Come now let us sing, etc.
Games in which all take part.
I will hold my right hand so.
Did you ever see a lassie.
'Round and 'round the city.
Choice of individuals.
I wish dear little playmate.
Hiding the ball.
We are playing together.
Sense games.
Feeling objects and guessing their names.
Tasting fruits and guessing their names.
11:40—11:55.
Ring.
Finger plays.
Here's a ball for baby. (Followed by lullaby.
Sleep baby, sleep, or Rock-a-bye baby.)
Mother's knives and forks.
Show neat work around ring.
Ball games.
Nursery rhymes.
Dramatize Miss Muffett.
Dramatize Jack Horner.
Good-bye songs.
Distribution of work to take home.

Tuesday.

8:40—9.
Same as Monday.
9—9:30.
Morning ring.
Greetings.
Good morning to you.
Good morning to the glorious sun.
How do you do (new).
Roll call.
Counting girls.
Counting boys.
Counting all.
Review of songs learned thus far.
Choice to be made by the children.
Continuation of talk on nature activities of October with special reference to the squirrel and the nutting season. How the squirrel stores up nuts for winter (show acorns and chestnut burrs) kind of home, habits, etc. Mention other animals or insects getting in their winter supplies. Bees, ants etc.
Story. Whiskey, Friskey and Bushy Tail.
9:30—9:40.
Marching.
Following the lead and motions of captain.
9:40—10.
Recess in yard.
10—10:30.
Gift period.
Five minute lullaby and rest.
Presentation of material.
Group A—Sticks. Outlining house, bed, table, chairs, etc.
Group B—Third gift. Easy life forms. Sequence of household furnishings. Same as group A on Monday.
10:30—10:45.
Rhythms and physical exercises.
Squirrels running.
Mice creeping.
Ponies trotting.
High-stepping horses.
Giants walking.
Brownies dancing.
10:45—11:15.
Occupation.
Group A—Coloring large squirrel on both sides (with crayons).
Group B—Drawing acorns on paper and blackboard.
11:15—11:40.
Games.
Come now let us sing.
Games in which all take part.
Tick-tock goes the clock.
Folk dance: Clap, clap, bow.
Review games played Monday.
Games in which individuals are chosen.
The squirrel loves a pleasant place. (new)
Skipping games.
Sense games.
Feeling.
Tasting.
Smelling. (new)
Review games played Monday.
Dramatize story told in morning ring.
11:40—11:55.
Ring.
Finger plays.

Ball for baby.
Mother's knives and forks.
Little squirrel living there in your hollow tree. (new)
Ball games.
Nursery rhymes.
Good-bye songs.

Wednesday.

8:40—9.
Same as Monday.
9—9:30.
Morning ring.
Greetings.
Review songs already learned.
Thumbs and fingers say good morning. (new)
Roll call.
Counting.
Girls.
Boys.
All children.
Continuation of talk on nature activities in October. Special emphasis on migration of birds. Why they fly south. Mother love. Habits. Empty nests. Sparrows always with us, etc.
Show bird's nest.
Story. How the Robin's Breast Became Red.
Teach new song.
Fly little birdie, etc.
9:30—9:40.
Marching.
9:40—10.
Recess.
10—10:30.
Gift period.
Five minute lullaby and rest.
Presentation of material.
Group A—3rd gift. Make bird house, fence where birds sit, telegraph poles where they perch, etc.
Group B—Outlining with sticks. Trees, bird-house, fence, telegraph wire, etc.
10:30—10:45.
Rhythms and physical exercises.
Birds flying.
Birds hopping.
Squirrels running.
Mice creeping, etc.
Clapping hands in time.
Tramping feet in time.
Tip-toes.
Skipping, running.
10:45—11:15.
Occupation.
Marching to tables.
Lullaby and rest.
Presentation of materials.
Group—A. Paste bird-house.
Paper triangle.
Paper square.
Slat.
Group—B. Draw on black-board the deserted nest in a tree.
11:15—11:40.
Games.
Come let us sing, etc.
Review games played Monday and Tuesday.
Five little chicadees.
Pretty little blue bird.
Pigeon house. (new)
11:40—11:55.
Ring.
Finger plays.
Review: Little squirrel and other plays (new) This is little birdie's nest.
Ball games.
Dramatization of Mother-goose rhymes.
Review: Miss Muffett, Jack Horner, King Cole.
New: Four-and-twenty blackbirds.
Good-bye songs.
Distribution of work to take home.

Thursday.

8:40—9.
Same as Monday.
9—9:30.
Morning ring.
Greetings.
Review all good morning songs learned.
Roll call.
Counting.
Girls.
Boys.
Both.
Continuation of talk on October nature activities. Speak of Mr. Wind and the autumn leaves falling from trees make a warm covering for seeds.
Show red, green and yellow leaves. Discuss differences as to shape, size, color, etc. Learn names of a few common leaves.
Learn new song: Come little leaves said the wind one day.
Story. The Anxious Leaf. (Henry W. Beecher.)
9:30—9:40.
Marching.
9:40—10.
Recess.
10—10:30.
Gift.
Group A—Same as group B on Wednesday.
Group B—Same as group A on Wednesday.
10:30—10:45.
Rhythms and physical exercises.
Leaves scattering in the wind.
Birds flying and hopping.
Squirrels running.
Skipping, tip-toes, heels, etc.
10:45—11:15.
Occupation.

Marching to tables.
Lullaby and rest.
Giving out materials.
Group A—Parquetry—pasting autumn leaves on paper.
Group B—Making chains or (if I can get them) stringing acorns and leaves.

11:15—11:45.
Games.
Come now let us sing.
Active games in which all take part.
Children to choose games.
Dances.
Little play-mate dance with me. (new)
Clap, clap, bow.
I will teach you how to dance.

11:40—11:55.
Ring.
Finger plays.
Pigeon-house as a finger play.
This is little birdie's nest.
The squirrel.
Ball games.
Repetition of story told in morning ring and dramatized by children.
Good bye songs.
Distribution of work.

Friday.

8:40—9.
Same as Monday.

9—9:30.
Morning ring.
Greetings.
Review all songs.
Finger play: Thumbs and fingers say good morning.
Roll call.
Choice of songs to sing made by individual children.
General review talk on nature subjects discussed during week. Squirrel, birds, nutting season, leaves, etc.
Verses recited by individual children.
I'd rather be a little child, etc.
We will try to be patient and loving, etc.
This world is so full of a number of things, etc.
Children choose story.

9:30—9:40.
Marching.

9:40—10.
Recess.

10—10:30.
Gift.
Group A—3rd gift. Short dictation of objects made during week by means of imitation. Most of the period devoted to building anything they like.
Group B—Sticks: (Brief suggestion and dictation instead of imitation) home furnishings. Free choice later part of period.

10:30—10:45.
Rhythms and physical exercises.
Review skipping, running, etc.
Gymnastic exercises.
Rolling, bouncing, throwing, catching make-believe balls.
Heads, shoulders, one, two, three, etc.

10:45—11:15.
Occupation.
Group A—Stringing Hailman beads.
Lesson on color.
Group B—Stringing straws and circles.

11:15—11:40.
Games.
Review.
Ring. (All review work.)
Finger plays.
Ball games.
Nursery rhymes dramatized.
Talk on cleanliness.
Good-bye songs.

B. L. F.

FALL WALKS.

We go for a walk at least once a week.
Once to see the squirrels in the park.
To see a pigeon house and pigeons.
To see a beautifully colored maple tree.
To see old birds' nests.
To observe the crickets and grasshoppers.
To gather autumn leaves.
To see a cow in the meadow.

These walks are delightful to all and I feel that we gain a great deal thereby.

H. S. T.

The weather has been so fine all month that we have been out nearly every day for a short walk. Have gathered leaves, nuts and burrs and what was the most enjoyable walk of all, to see the squirrels on the parkway.

K. E. D.

Walks average two a week. To gather flowers, fruit, caterpillars, grasshoppers, watch and feed chickens. To climb up and down the rocks, to get outside of the Asylum grounds.

On one of our walks this month we visited the Botanical Gardens to see the gorgeous trees, and gather nuts, but what proved of greatest interest was the Bronx River.

These are some of the remarks overheard.

"Listen! the river is talking."

"It says something like this sh— — — —."

"See how it is running along with us. May be it will go to school with us.

"It's alive. It could if it wanted to."

"See the white (meaning the foam) that is a sign of snow."

G. E. K.

Miss Cl. and I spent Oct. 27th, at the Bronx Zoo with both kindergartens, 42 children in all, with lunches and carfare. We started at 10 a. m. and returned at three. We spent a most enjoyable and profitable day, having seen the more important larger

animals, the monkeys and the birds. On the following days the children made some original drawings illustrating our visit, pasted pictures of animals and cut out silhouettes which we used in an animal frieze to help decorate our room for the Mother's Meeting.

I. R.

STORIES FOR OCTOBER.

"The Chestnut Boys."
"Friskey, Bushy Tail and Brownie."
"Crane's Express." (modified)
"Fleet foot and Jack O'Lantern."
"The Little Wee Women."
"Dunny."

PICTURES.

Stories told of the pictures in the room.
Story of Girl and Dog by Reynolds.
Story of Mother and Daughter.
Story of An Unexpected meeting by Peel.
Story of Tom, Irenen and Prince.
Story of The Ducks.
Story of The Sunbonnet Babies.
Story of Dogs eating from Plate.

E. R. V.

RHYMES.

Little Jack Horner.
Dickory dock.
Jack and Jill.
Little Boy Blue.
Baa, Baa, Black Sheep.
Little Bo-Peep.
Little Miss Muffet.
Mary, Mary, quite contrary.

M. E. P.

ANIMAL STORIES.

Susy's Dream.
Billy Bob Tail.
The Little Pig.
Baby Ray, Go Sleep.
Wake up.
The Three Bears.
Coming and Going.
The Frisky Family.

B. P. W.

A FALL SEQUENCE IN GAMES.

After several games have been developed, it is interesting to play them one after the other in a way to illustrate or tell a connected story as all the bird games,until finally the birds all fly away South.

1. Building a nest.
2. Hopping in and out of nest.
3. Learning to fly.
4. Flying.
5. Migration.

Again.

1. The orchard.
2. Loading wagon.
3. Train. (To carry to city.)
4. Selling fruit. (In city store.)

The second sequence is suggested in "Games and Finger Plays for the Kindergarten," compiled by N. Y. Public School Kindergarten Association, which can be ordered through this magazine.

It is also interesting to take a day to play all the games about animals although these would not make a sequence.

HINTS ON DRAWING IN THE PRIMARY GRADE.

The only aim that any subject of instruction at any period of the school life should have is that of giving just the natural amount of development to some bodily, mental, moral or spiritual tendency at just the time that that tendency is of paramount interest to the child.

The tendencies that characterize the primary child are those of restless, bodily and mental activity; the latter being of the subjective imaginative kind. It is the time of symbolism and spontaneous play; the time of all times to inculcate the love of artistic creation which will blossom at a later period.

He is intensely interested in action, in human and animal life; but not in landscape except as a conventional background for some kind of action.

The kindergarten has more than justified its presence as an integral part of the public school. It gives children the power to play rationally—a power which they are too apt to lose in a crowded city—and play is nature's method for preparing the young of all animals, including those of the human species, for the serious work of life.

It affords them occupation suited to their years, and thus fulfills the fundamental instinct of learning through self-activity. Not only so, but it relieves the tedium of everyday life, whether in the mansion of the rich or the tenement of the poor, and lays the foundation of habits of industry. And lastly, its ethical value in teaching children to play and work together as a social group, and to obey without fear and without coercion the voice of lawful authority, is of incalcuable benefit.—G. A. MAXWELL, SUPERINTENDENT OF SCHOOLS, NEW YORK CITY..

"There is only one comprehensive rule for bringing up children, and that is that we must honestly rack our reluctant minds until they give us back something of our own forgotten emotions. . . . That we must acknowledge the child's mind and emotions resemble our own, in scarcely limited counter part. Subjective teaching is the only teaching worth while, and Sympathy the only kind of love which will bring us the best. Children learn most by example and they throw open the doors of their hearts to those who have shown them that hearts have doors."—*Wells*

The teacher of mature wisdom and judgment, with her deepened, loving understanding, mothers and grandmothers the race and with the skill of the sculptor shapes, moulds and re-creates the souls entrusted to her care.

"It is a good rule to endeavor hour by hour, and week after week to learn to work hard. It is not well to take four minutes to do what we can accomplish in three. It is well to learn to work intensely."—CHARLES W. ELIOT.

THE BABY CLUB

HEDWIG LEVI.

LONDON, ENGLAND

At the beginning of this year was started a club which has its home in the East End of London. Its members are some of the poorest of the great City, and yet we are certain that there is no other club in London where a brighter spirit prevails.

The club house was once a public house called "The Mitre" but there is now nothing more to be seen of a "Public bar," or "Jug and bottle department."

The founder of the Club, Dr. Harry Roberts, who has been in Stepney long enough to learn what is good for it, put his scheme before Mrs. Waldorf Astor, and under his command fell the old walls, and the transformation took place.

Dr. Roberts, whom we have not the pleasure of knowing personally, must be the ideal good doctor for he not only knows what is best for the bodily ills of his clients but tries to remedy the effects of their environment by bringing a little sunshine into their lives. We could see this from the bright light which came into a poor woman's eyes when we asked her the way to the "Babies' Club."

Then babies are the members of this Club, and at present their number varies between 20 and 30. The Club was started partly to give a few slum children a good time, and partly to give their mothers a chance to go to work.

The members' ages are under school-age but not under 2 1-2 years.

Between 8 and 9 o'clock in the morning these little ones are left at the Club by their brothers and sisters on their way to school, and they remain there until about half past four in the afternoon, when they are taken home again by their mothers or some other relative.

In this Club the members learn to be good and useful but they have not the faintest idea that they are learning anything at all.

Miss Marie Brahms, the lady who has charge of this little flock, told us that she and her assistant—a very handsome, sweet looking Japanese lady—are trying to give every child individual attention (and here "individual attention" does not mean constant supervision; the children are watched but are left a great deal to themselves) and therefore, the number of members cannot be more than 20 to 30 although many mothers constantly ask if their little boy or girl cannot also come.

At ten o'clock the children receive a glass of milk and a biscuit, and their dinner hour is from 12:30 to 1:30. They pay 1d each for their dinner, which is cooked in the nice little kitchen on the first floor. The children's pantry is on the ground floor, adjoining the playroom.

The playroom—which is also used as the dinning-room—is a fine spacious room with distempered walls, upon which hang nice pictures of knights, of polar bears, and landscapes. A piano also occupies a position in the room, and at a signal upon it the club members run off to the scullery to fetch the table-cloth, the plates and basins, and get their little tables in order. They also help to serve dinner. They do love to help! Little George,—a healthy looking fellow who loves to work—and another little boy (was it little Albert?) serve out the "Helpings," which two little girls carry round.

When dinner is over, the members wash themselves, and when this is done retire to rest. The place for a quiet nap is screened off from the playroom, and each member has a nice mattress and a dear little pillow with its owner's name embroidered in red upon it; so little Charlie cannot make any mistake and put his weary head upon Bobby's or Bessie's pillow.

Those who do not wish to rest, take out their toys—and they have plenty of nice, useful ones. A lovely big doll seemed to be the favorite with both girls and boys, but they have also an engine and hoops with which they play on the sunny roof-garden. They have in addition "live" toys—or shall we say "pets"—for instance mice, lizards, and little fishes. These are the special pride of the Club members.

When passing their room to the roof garden, we also noticed a clean little bathroom containing a white bath and a hot water geyser. This must have been a surprising place to the slum children indeed! But they, as well as their mothers, have quickly learned what a blessing cleanliness is, and the little ones can now even go home in their nice little green jersey suits, as they come back clean the next morning.

Twice a week a lady doctor comes to examine the little ones and to give them drill instruction.

All this is such a blessing to their mothers; but the good doctor has not stopped here. There is still something more in store for these fortunate Stepney inhabitants.

The good doctor thought that it would be too much for the mothers in the long summer holiday to have the babies as well as the bigger brothers and sisters, on their hands. He therefore will not close up the Club House during that time, but will remove the little flock into the country.

It will be quite a journey for the little mites to go so far away, and what eyes they will make when they come to the real country!

The estate is about 70 acres and a house has been built there but is not quite finished yet. So Miss Brahms, who will take the children down, will live with them in an open air shelter erected on a big square which will be specially reserved for them.

It is hoped that the first Babies' Club, which already proves such a blessing, will soon be followed by more Babies' Club-houses, to give other mothers and children the assistance which they will gladly accept and which is the real kind of help as it is not giving only—one who takes care of the children receives so much more than they do—but it is helping in the best sense of the word.

Living Animals In The Kindergarten.

By Dr. Jenny B. Merrill.

Many authorities have called attention to the value of the association of children with pet animals. There seems to be a peculiar affinity between children and animals—a feeling of kinship between them. Parents and kindergartners should unite in efforts to secure pet animals in the home and also in the kindergarten as an invaluable aid in moral training. A desire to fondle and to protect a little pet arouses kind thoughts and deeds.

The interest in kindergartens throughout the country in pet animals has been extending and of all animals the pet rabbit or "Bunny," as the children call him, is the favorite. The kitten and the canary are also most welcome visitors. Even a chick or two sometimes is entertained for a week or more in the springtime, and we have had pigeons, too.

The atmosphere of the kindergarten room is changed by the presence of Bunny when he has the freedom of the room. The children's minds seem more active and alert, and not only the games, but the drawing and brush work, the free cutting and oral expression have all shown decided improvement when the children have this little living creature as a daily companion.

If it is not possible to keep a living animal any length of time in the kindergarten room, kindergartners have sometimes arranged what is known as "The Traveling Menagerie." A few pets are purchased in common and are loaned for a week at a time in the different kindergartens. Bunny is seldom kept in a cage, but is allowed to run about the room, and if he cannot be comfortably settled for the night, an additional pleasure is given to the children by a visit first to one home and then to another. In this way the parents have become interested in pets for the home. One child returned saying, "Everyone played with Bunny —even papa stayed at home."

The need of regularity in caring for pet animals becomes one of the best means of training. Feeding time comes regularly, and the little one should be held at least partly responsible, although some older person must of necessity oversee such an important matter. The canary's bath has served as a suggestion of cleanliness.

A child's greatest interest is in the habits of animals, and the close observation aroused naturally by the child's curiosity impresses many details of form and movement. The child's attention is closely held and the knowledge gained grows naturally and is easily retained. The quick, agile movements of animals suggest grace and beauty. The gentle curves of the body and the dainty colors in feathers and in furry coverings aid in developing a love of delicate color tones and beautiful outlines.

In the kindergarten there should be very little actual instruction about animals; for example, there should be no formal lessons on naming parts, but questions may be asked to arouse curiosity, as, Does birdie ever go to sleep? Can he speak? What does he say? Can you make a sound like it? What shall we feed him Why does Bunny need such long ears? How can pussy walk so softly? How does she wash herself? Such questions should always be based upon characteristic activities They will lead the children to observe thoughtfully and to ask further questions themselves

When there is no pet animal in the home or in the school, a horse or dog which may be seen passing daily in the street should be known by name and frequently made a subject of inquiry and conversation

Whether living animals are observed at home, in the school, on the street, or in parks, it is the individual animal with its own individual name that is most valuable in arousing kind thoughts and deeds on the part of the little child. The children in one of our city schools watched every day at noon for "Dobbin" to appear, and some one was always ready with an apple or a lump of sugar for him.

Jack was the pet street dog of hundreds of children on one crowded city block, and when he was in danger of being carried away, the children gave their pennies freely to provide him with a license.

Every small park should be provided with a few animals for the children's delight. Squirrels at least should abound for the little ones to feed.

Pigeons and sparrows may often be observed in the streets and the sparrows are often fed on the window sills of the schools, especially in winter time.

Next in interest to these living creatures of the higher types are those to be found in the kindergarten or school acquarium or terrarium. As many as six distinct types of animal life have been observed in these by kindergarten children, namely, gold fish, tadpoles and frogs, toads, turtles, lizards, snails and water-bugs. Living bees, butterflies, spiders, grasshoppers and crickets have been entertained in kindergarten window boxes.

Each one of these living creatures has a peculiar fascination for a child because of some characteristic motion, habit or sound. From the movements of each one, a play may be developed. In each simple little drama, the child should enter heartily into the life of the animal, playing quite freely, before a formal game is taught.

When I was a little girl I was fond of a story about "Willie Wildfire." Willie's name suggests a wild boy, but I only remember how Willie loved the bees and birds and butterflies. When anyone tried to catch them, he would say, "When I was a butterfly" or "When I was a bird, I didn't like to be touched." Perhaps Willie went to kindergarten; perhaps he was only playing with his own imagination. There is good moral training in such imaginative animal plays.

However, the direct influence from the care of pets is much deeper. Miss Harvey, of Adelphi College, says: "I *know* the value of our kindergarten pets, and should you ask me whether we can have a kindergarten and leave our pets out, I should shake my head and answer with the good old Scotch woman: 'I hae ma doots.'"

PICTURES AND STORIES OF ANIMALS.

Pictures and stories supplement the living animal but never can take its place. Pictures of children playing with animals should be selected for the walls of the kindergarten and the nursery. Several excellent picture panels and friezes are now common in our kindergartens.* Many kindergartners make borders by repeating an animal form, alternating with a plant form, suggesting the food or the native haunt of the animal, as, the duck and the water lily, or the rabbit and the carrot, the swan and cat-tails, etc., etc.

Kindergartners also mount pictures of animals cut from old toy picture books on long strips, adding a few strokes of the crayon to make a connected scene, as of a barnyard. Even the children's work has been used by a kindergartner with excellent effect in making these decorative borders. For example, the children's trees, fences and barns have been mounted with animal pictures as a border or arranged in groups. Toy animals are valuable in making picture scenes on the sand-table. Animals modeled in clay are also used in this way. Plaster casts of animals are used for ornament.

Every kindergarten should be well supplied with animal picture books. Such books are necessary in extending the knowledge of animal forms not common in the city and also in suggesting the natural environment of animals. Such books as the following have proved helpful: "Cosy Nook Farm," "Father Tuck's Animal Pictures," "Little Boy Blue," Barn Yard Pets," Friends at the Farm," Four Footed Friends," "Big Animals," "Small Animals," "Baby's own Aesop," Derslow's "Mother Goose," Kate Greenway's "Mother Goose," "Children's Pets," "Little Chicks," "Little Polly's Pets," etc. The very titles suggest the life-like pictures which we endeavor to obtain. Try to secure some books which show both mother and father animal on the same page with their young.

The many songs and games relating to animal life we have already referred to. It would be helpful to make a special list of these by examining carefully such books as Neidlinger's "Small Songs for Small Singers," Poulsson's "Finger Plays and Holiday Songs," Hill's "Song Stories," Gaynor's "Songs of the Child World." Humor in the animal world is of particular interest, and we are indebted to Mr. Neidlinger for his happy treatment of "Mr. Duck and Mr. Turkey," of "Tiddledy Winks and Tiddleby Wee," as well as many other amusing songs of animals.

A list of about one hundred animal stories has been collated by the New York Public School Kindergarten Association. This list is classified under the following heads: 1. Animal Stories from Mother Goose. 2. Stories of cats and kittens. 3. Dog stories. 4. Stories of horses and ponies. 5. Stories of cows and sheep. 6. Stories of chickens. 7. Bird stories. 8. Stories of rabbits and squirrels. 9. Stories of insects and fishes. 10. Fables. (Only a few fables are suitable for children under seven.)

It would be valuable for any kindergartner or primary teacher, or for pupils in training classes to make such a classified list for herself, using such books as "In the Child's World," "Mother Stories," Wiltse's "Kindergarten Stories," back numbers of "St. Nicholas," "The Kindergarten Review," "Kindergarten Magazine," supplementary reading books, and a good edition of "Mother Goose" and "Aesop."

Such a list would serve to impress upon the kindergartner the value of stories of animals in the moral development of the child, for it must be remembered that it is by no means merely to collect facts about animals, or to study Natural History, that we are urging more attention to them in the kindergarten and in the home. The character training resulting from the loving interest in the animal itself and the sympathy awakened by following its life in well-told stories and pictures is far the most important point we have considered.

INSPIRATION—SUGGESTIONS TO TEACHERS

Inspire the child, and the lessons will take care of themselves.

Method is of far less importance than manner.

Awaken the wish to know, to have, to do, or to be, and you have performed the very highest office for humanity.

What the child volunteers to do, gives real character—good or bad. Can you not well bend your entire effort to make the voluntary action noble?

If your own heart overflows, the drippings will saturate all within their reach.

The key to all success is inspiration, and it is the teacher's golden key—reducing her work to the lowest common denominator, but multiplying her results by a thousand-fold.

"Dry?" "Dull?" Then permeate the study with wisdom and light, that its very brilliance shall attract the child who will otherwise be repelled by it. Your very enthusiasm will be infectious. Do not let even one recitation, nay, even a study period, become "flat, stale, and unprofitable"; but fill each with living germs, even as the very air about us is filled.

Since the days of Him who "spake as never man spake," the influence of the good teacher has been like the casting of a pebble into the depths—creating ripples whose outermost circles wash the shores of Eternity itself.

PLAYING GAMES.

LAURA ROUNTREE SMITH.

Oh many games we like to play,
Out in the orchard every day,
"London Bridge Is Falling Down,"
And "Old King Cole Has Come to Town."
Clasp your hands and hold them high,
To pass under we will try.
Then marching up and down we go.
Such happy children as you know,
Some day we'll play a game for you,
With flags of red, and white, and blue,
Then clasp the hands and hold them high,
For merry children passing by!

SUGGESTIVE GIFT AND OCCUPATION LESSONS FOR PRIMARY AND RURAL TEACHERS

In the September number we referred to the First Gift, stating that it consisted of six balls, usually of soft rubber, covered with woolen or worsted, one each of the six principal colors, red, orange, yellow, green, blue, and violet. For children of the primary age its chief value will be in teaching color, motion, and direction.

We emphasized the importance of giving correct color perception of at least the six principal colors, and gave a suggestive first gift lesson, in which the teacher introduced the ball, asking the children to give its name, then writing the words on the blackboard, afterwards calling attention to the color of the ball, and ending with the sentence on the blackboard, "It is a red ball." The pupils were invited to bring something on the following day that would resemble the ball in color. Afterwards the shape of the ball was emphasized and this sentence brought out, "The ball is round." This was followed by swinging the ball like a pendulum, bounding, etc. For supplementary seat work it was advised to have the children fold, string, and paste red kindergarten papers, or sew circles with red thread, etc. In this issue we begin with lesson 2.

LESSON No. 2.

A review of words learned in Lesson 1, with some variation, as, "The red ball is round." etc. I am thinking of something else that is round. Who can guess what it is? Yes, an apple is round.

Can you tell me something else that is round? An orange is round, a cherry is round. Yes. The earth on which we live is nearly round. The children name other articles that are round, and review the reading from the board. "The round ball is red." Whose ball is this? "It is my ball." Children read sentence, "It is my ball." Marion, you may get the balls and give them to the children, who receive the balls in their right hand as before, saying: "I thank you," and perhaps repeating the rhyme of the previous lesson. Children may toss their balls to each other. Teacher writes, "Toss the ball." Children read the sentence. Then teacher tosses her ball to one of the children, and writes, "I can toss the red ball." Have children read the sentence.

The different things brought by the children as representing their idea of red are then examined by the teacher and pupils. This will afford an opportunity to detect and correct erroneous conceptions of the color. In like manner as the lessons continue let all the colors represented by the balls be brought out and emphasized.

In teaching the colors it is best to first call attention to the color and talk about it before the name of the color is mentioned.

In the latter case, all the colors may be referred to in the first lesson, but before naming the different colors of the balls talk about them in such manner as to lead the children to think about the color before the name is given.

LESSON No. 3.

After distributing the balls, begin the lesson with a talk on the material from which the balls are constructed.

Can you tell me what the balls are made of? India rubber inside and woolen yarn outside. Can you tell me how india rubber is made? Well, it is made from india rubber milk which is found in plants and trees that grow in the south, where it is nearly always warm, and where there is hardly ever any snow or ice. The men cut into trees and the yellow rubber milk runs out. It is then more than half water but it is boiled over a fire and in that way rubber is separated from the water and it can then be made into many things besides balls. Can you think of anything else that is made of rubber? Yes, rubber bands, rubber erasers, rubber corks, rubber dolls, rubber combs, rubber buttons and even shoes, coats, hats, etc., are made partly at least of rubber. It was first used to rub out black pencil marks, and that is the reason they called it india rubber. In our next lesson I will tell you something about the woolen yarn that covers the balls.

Now we will look at the colors you have brought me and to-day we will think about the color that is like this ball. Can you see anything in the room that is in color like this ball? Can you remember anything that is of this color? Can you tell me the name of this color. Yes, orange.

Teacher writes on the board, "I can play ball," "See my ball swing," "My ball is rubber," etc.

To-morrow you may bring me something that has the same color as the ball.

Gather the balls, and for seat work let pupils copy the sentences from the board and fold, paste or string orange papers, etc.

ANOTHER SUGGESTIVE LESSON INTRODUCING ALL THE COLORS AT ONE TIME.

LESSON No. 4.

"Would you like to play a ball game this morning? Then let us repeat these words:"

In my hand a ball I hold,
Till upon the floor it rolls.
If it goes in the ring
We will clap, we will sing.
Tra la, la, etc.

(Clapping if the ball goes in the ring.)

"John may run up to the box (have the six balls suspended from the crossbeam) and choose the ball

he likes best and roll it in the ring as we all sing" (the above song.) (Make the ring on the floor of third gift blocks placed close together with an opening to allow the ball to enter the ring.)

"Who can tell us the color of the ball John rolled into the ring?"

"Good; Mary guessed it; and now she may choose the ball she likes best to roll in the ring."

And the song is repeated while Mary rolls her ball into the ring.

This little song and game may be repeated until many have made a choice.

In case all the colored balls are not chosen ask to have those which have not been chosen rolled for the sake of naming the colors not already chosen.

As a close to this lesson take all the balls of the beam, except the red one.

"I wonder, children, who can find the ball here in my apron that looks most like the red ball?"

"Yes, Nan has found it."

"What color is it, Nan?"

Nan answers, "The orange ball."

"Tie it on the beam, Nan, next to the red ball."

"Who can find the ball that looks most like the orange ball?" Proceed in like manner until all the balls have been arranged in this order—red, orange, yellow, green, blue, and purple.

In this step you are leading the children to feel the relationship of color and color harmony.

Later, after the children have had many lessons in color, repeat the first part of this lesson for the purpose of noticing the growth in the taste of the children.

This entire lesson should not be longer than fifteen minutes.

Lesson No. 5.

Continue language lesson, and close with motion lesson. The following may prove suggestive.

Teacher directs the pupils to swing the balls backwards and forwards, singing or repeating the words:

Merrily, Merrily,
Backwards and forwards,
Cheerily, Cheerily,
Go our pretty balls.

Repeat several times.

Change to the circular motion, using the words:

Round and round in a ring,
See my ball quickly swing.

Repeat.

Then swing the balls around in the opposite direction, repeating the words:

Now back again,
In circle true,
Swiftly our little
Balls will go.

Books should to one of these four ends conduce,
For wisdom, piety, delight or use.

—Denham.

COLUMBUS DAY—OCTOBER 14, 1492

By Mary E. Law

One of the most important and delightful phases of kindergarten work is the observance of holiday or festivals which Froebel did much to encourage.

The first celebration of the year is Columbus Day. The teacher of the Kindergarten should prepare herself by a thorough study of Washington Irving's life of Columbus, or some equally reliable and interesting account of the great discoverer.

The children should be prepared by a study of the first gift, adding balls of different sizes, colors and textures. One large ball can represent the sun, and be tossed into the air and allowed to turn and spin to the children's delight. A smaller one should be used for the earth and a still smaller one for the moon. Others should be called stars, for the child should learn at once and forever that the heavenly bodies, spheres, ball or globes are continually revolving rotating and whirling in the heavens. Little songs and stories should be used to fix the impressions in the mind. The earth may be represented by a ball half white and half black or some other color, so that day and night, and the phases of the moon may be illustrated. The occupation work should begin with the sun, sewed in a radiating pattern in yellow silk. The sun, moon and stars may be posted on paper in the form of a poster. The moon may be represented as a crescent to give variety, but the stars should never be represented as five or six printed affairs. All sorts of round objects should be brought in by the children to emphasize and define the spherical form. After a couple of weeks of this kind of preparation the story of Columbus may be begun and going on from day to day. Beginning with his childhood and emphasizing the qualities of courage and perseverance.

His faults should not be mentioned neither should he be painted as an ideal, simply as a man of wonderful courage and perseverance. The balls should be used constantly for illustration and very soon the sand table should be brought into requisition. The shores of Spain and the port of Palos are made. Then the three ships, the Nina, the Pinta and the Santa Marie. Then the Islands of the West Indies which he discovered with the American continent in the background. The Indians, the wigwams and the camp fires, give color and interest to the story. All the incidents of the voyage, should be brought out, especially where Columbus ordered the crew to "Sail on! Sail on! Sail on!" After the story is completed, a pageant should be arranged for Columbus Day, October 14. There should be Queen Isabella and King Ferdinand on the throne. Then Columbus and his followers bearing baskets or bags of potatoes, corn and other products of the new-found land, including six Indians in native costume, with moccasons, bows and arrows, stuffed birds and other gifts. All sorts of games may follow. Some of the songs that may be used in preparation follow:

"Oh! Lovely Ball of Golden Light"
"The round beautiful world,"
"Do you know how many stars,"
"Try, try again, and Columbus sailed across [the sea."

THE TWO GATES

Commentary.

Translated by BERTHA JOHNSTON

The intention of these little plays, that gift with which they are meant to endow the child, is easily stated. First, teach him to guard that which he has acquired. Second, help him to distinguish surrounding objects, and seek to have him name them—at first, what is nearest to him in house and yard; garden and field, and then later on, in the plain and in the woods.

Teach him to recognize things not only by their names, but also by their attributes; not only by their attributes when in action, their conduct; but also by their qualities, when in repose.

Have you not observed, Mother, what a profound, an imperative desire for all this dwells in your child? At a certain time in his life, almost as if by magic, he appears to invent for himself, the words for activities and qualities. At this period what joy is given the child by the perception of smoothness, wooliness, hariness, brightness, roundness, as well as by the activities of rolling, creeping, hopping and the like. And with admirable ease he apprehends and connects, contemplation, word and idea.

Preserve, nurture this feeling, in him. For if you do not foster it, if you do not put him in the way of right activity, he is lost to you: he will as if it were, rust, as the magnet rusts, and lose those faculties, which are not continuously, increasingly employed.

This sense, so to speak, of the child, resembles costly wine in a broken glass; what is not made use of at once is lost-powers which are not immediately exercised. efforts which are not directly sustained by a suitable object perish.

The honeysuckle, mother, has familiarized you with flowers in pairs, and you know of others variously grouped, as in catkins, in the pyramidal elderberry and the round snowball.

The child can discover many other things about flowers. The colors, delicate, variegated, plain. The forms, bell-shaped, rayed, round, spurred like a knight, spiralled like a snail. Bound arrangement, bound in tufts, in umbels, or in disks. For each of these a term can soon be found, when aided by eyes that are clear and sound. Each is strengthened by what he finds out for himself.

Then, only have courage, dear Mother, and use well each hour. The seeds concealed deep within the fruit will germinate, to refresh and rejoice you. As soon as this is perceived it will bring blessing to your child.

Some Additional Suggestions for the School Teacher.

The above Commentary of Froebel refers to two pictures, shown in this number of THE KINDERGARTEN MAGAZINE, (The Farmyard Gate,) and one depicting the Garden Gate. In the first are seen the various animals and fowls of the farmyard, the presence of colts and calves indicating the spring season, which thus serves to connect our Fall subject with those of a few months previous. In the background we see a frisky colt taking advantage of the open gate to risk adventure into the unknown.

The pictures and commentary suggest several seeds of thought for the teacher to drop incidentally into the fertile mind of parent or child, as occasion may arise.

What are some of the differences between wild and tame animals? Why do tame animals need special care? Through dependence on man they have lost certain powers of discrimination and do not know how to care for themselves as they do in their wild state.

What are some of the needs of all animal life? Food, drink, salt, shelter from heat and cold? How do wild creatures secure these necessities.

Changes in thickness of fur in winter and summer; migration for warmth or cold, or for food.

Need of shepherds in some countries; sheep die of eating sheep laurel, not knowing that it is poisonous for them.

What dangers threaten animals if they run away from home? wild animals, as wolves and foxes: being run over by locomotives; getting lost or stolen.

What special care do our farmyard animals need in winter? They must be housed from wind and cold and snow, and fed with grain or hay stored by provident farmer.

What do they give us in return for our care of them? Milk, eggs, wool, feathers, transportation, work in field and road.

The second picture shows a charming formal garden, a rustic fence in the foreground, with a little girl reclining upon it in contemplative attitude, while another little maiden reaches through to pluck a blossom. Flowers, trees, shrubs adorn the garden, with a fountain in the center and a decorative gate in the background. There is, however, no such variety as one would expect, after reading the commentary. The teacher would be under the necessity of supplying examples of various types of flower, leaf, stem, etc.

A discussion about the treasures which we most value and must most carefully guard leads naturally to Curran's famous declaration, "Eternal vigilance is the price of liberty." How can we best preserve this great boon which has been purchased at the cost of such sacrifice in the past? Why is liberty such a treasure? What is meant by freedom of the press? What may happen if we abuse this privilege? Liberty to think for oneself; liberty to express one's thoughts; liberty to act according to the dictates of conscience as long as one does not thereby interfere with the liberty of another—that is what America stands for. A precious privilege that one must not endanger by license.

In Mothers' Meetings the teacher may lead in a discussion as to the value of the "gate" when young people reach the adolescent period. How much, how little freedom is it safe to give the young boy, the young girl, in order to preserve that which is noblest in them? What training will best give the youth, the maiden, the self-respect, the high ideals, the will power and self-restraint, to pass safely by the many pit-

falls set for the feet of the unwary and unsophisticated.? To help them conquer the temptations incident to every stage of development?

Surely one safeguard is a joy in Nature, a familiarity with her charms, as seen in the life of farmyard, forest, garden, or sunset sky; a knowledge of the beauties to be discovered in every wayside walk. When the collecting instinct siezes the boy or girl, guide them to an interest not alone in postage stamps, but in all the wonders of the natural world.

Help the parents to feel, also, that although we want to keep the young people in the Garden of Innocnce as long as possible, that ignorance is not necessarily a safeguard. When they must pass through the gate into the great world beyond, they must be equipped with knowledge, but as Sir Galahad sang, "My strength is as the strength of ten, because my heart is pure."

THE ACORN.

By Susan Plessner Pollock.

"Grandmother," said Herman one day, "I have had an acorn in a box for a long time, but still it is nothing but an acorn;" "And what should it become in your box?" asked grandmother." Why a ship, or a cupboard, such as Godmother Athol bought in town;" said the boy. Grandmother laughed: "My very dearest little monkey" she said," how came you to have such a strange fancy? How can an acorn be changed into ship or a cupboard?" "Godmother told me that her cupboard was once an acorn, and that the ships (which she had herself seen) were also once acorns." Your Godmother Athol was right, but the acorn does not change itself in such a short time in this way." "But Roland told me about a man who dug up sand in the woods and put it in his cellar and the next morning, it had turned into gold." "Roland told you a fairy story dear boy; such stories are not true." "Then Roland told me a falsehood; I will never believe him again!" "He was joking with you, not telling you a falsehood; it is allowed to tell fairy stories to children, because they give children pleasure and because every one who hears them knows right away (immediately) that they are intended for fairy stories. Only those falsehoods are sinful, which are told as if they were true. Roland did not think my little Herman was such a little stupid one, as to believe the story." "But how can an acorn turn into a ship in any other way?" "The acorn is a seed; when it lies in the earth, it receives life, that is, it develops a germ or seed bud; the Heavenly Father has given every seed the magic to change (transform) itself. Just so the acorn develops in itself a seed bud, which bursts its hard shell house, and pushes itself deeper into the earth, and builds roots,—then the acorn pushes a seed bud upward and from it there grows a tiny tree, as fine as a thread; now if nothing harms this little sprout, no hare or rabbit nibbles it off, and nobody's heavy foot breaks it off, it grows on, becoming higher and stronger; when it is as old as Grandma, then it has a fine trunk and tough knotty branches; but the oak lives much, much longer than man, (people) they can live to be several hundred years old. By and by, when the tree trunk is strong enough it is cut down by men, then the ship builders build ships and the cabinet makers make cupboards from the wood." Herman had listened attentively; as grandma stopped talking, he shook his head; "It is still too bad" (a pity) he said, "That the acorn is not changed (transformed) through a miracle, or magic." "Is then, the opening of the seed-kernel and the growth of the germ, or seed bud, no magic, or miracle?" "Yes, it is indeed a wonder miracle, but it would be nicer if the acorn could be changed, or transformed in one night." "There are many things in nature which are changed in one night! yesterday, I saw a large basket full of pretty pink and white blossoms, with many dewey, fresh, green leaves: Gertrude would like to have made wreaths with them, they pleased her so; when I saw the basket today, there were no more flowers in it; in their place stood a vessel filled with a sweet fluid, (drink)." "Is that a Fairy story?" asked Herman. "No, my precious boy, it is a nature wonder; the flowers and leaves in the basket yesterday, were clover blossoms and leaves and grass—mother gave them to the cow for her supper last evening, and over night they were turned into milk." "Ah, so! that happens every day." "Yes, certainly every day, but is it, for that reason, any less a great wonder, (miracle) magic? The fairy stories which grown up people write and tell, to give children pleasure, sound more wonderful, because they tell things of which we have never before heard, while Nature works her wonders and her magic, daily before our eyes, in exactly the same way. When one is no more a child, they consider these magical happenings with astonishment. It is the duty of grown up people, to bring such wonders to the notice and attention of children, that they may early have the joy and delight of observing how rich God's Nature is in remarkable happenings; it is a world of magic."

A Playground Institute was recently organized in Cleveland, Ohio, to train workers for the local playgrounds and recreation centers.

Five in every ten children observed outside of school hours in the average city are loafing—doing nothing at all because, as they say, "There is nothing to do," according to Arthur C. Moses, of the Washington Playground Association.

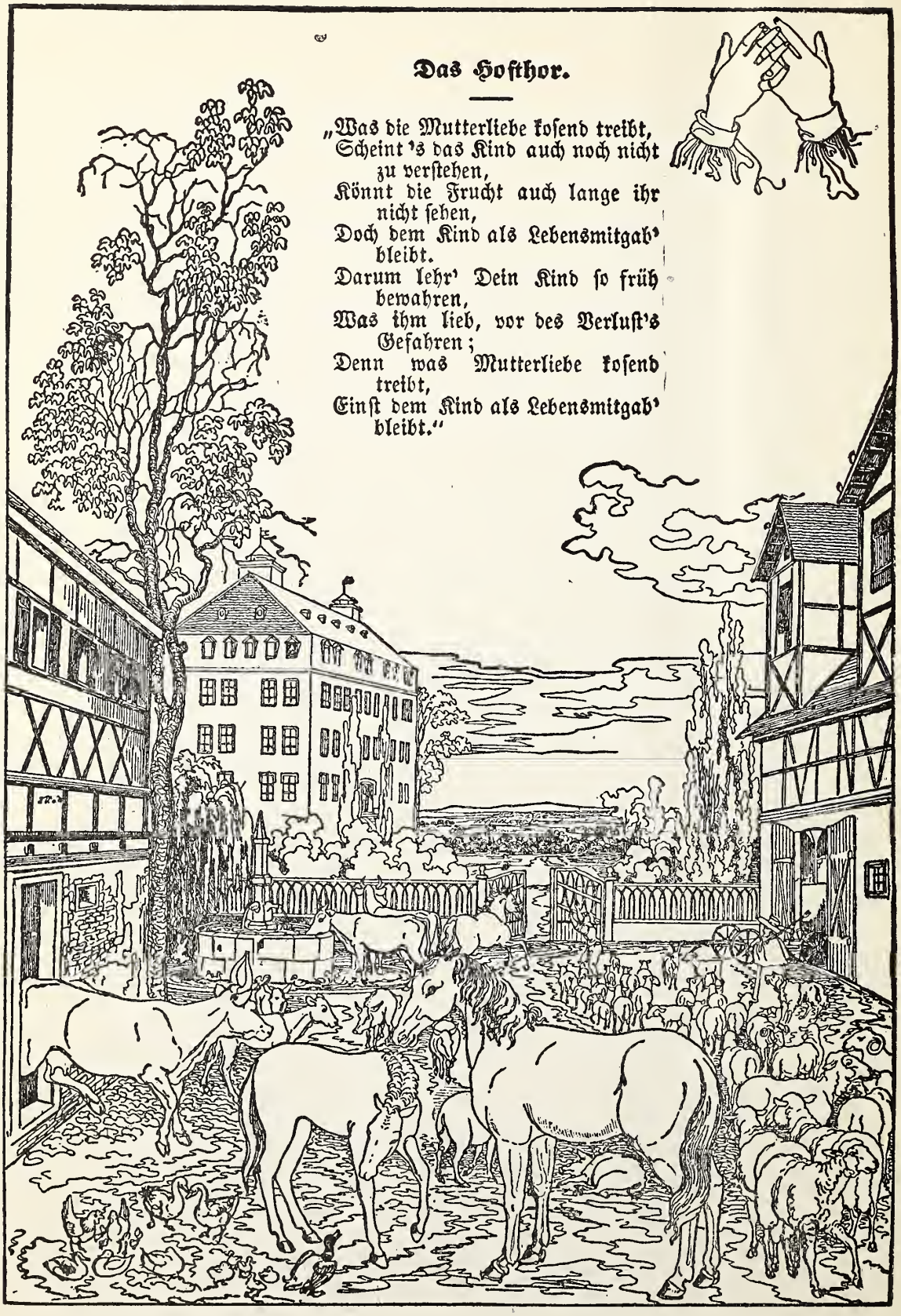
WAS IT YOU?

By Laura Rountree Smith.

A little girl sang a song at play,
A little girl helped mother all the day,
A little girl smiled as she worked away,
Was that little girl you?

Even from the body's purity, the mind.
Receives a secret, sympathetic aid.—Thomson.

"Don't Care" has no house.—Negro.

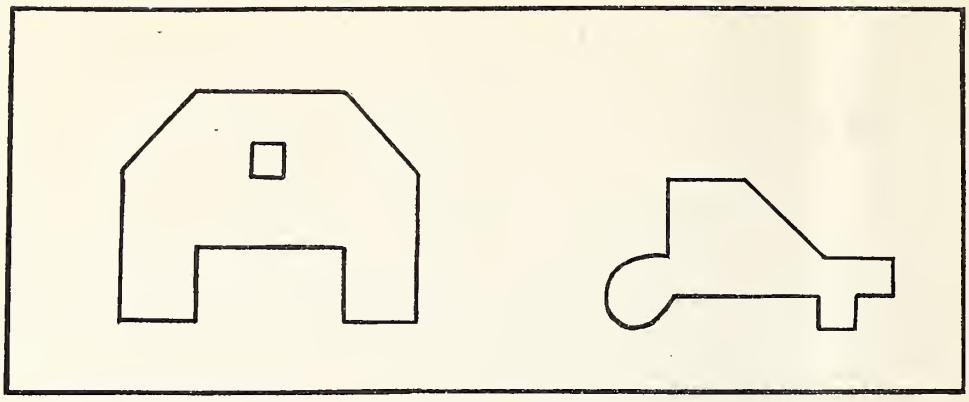


"THE FARMYARD GATE"
Mother Play Picture



"THE GARDEN GATE"

Mother Play Picture



THE BARN AND WHEELBARROW

STRAIGHT LINE CUTTING

By Carrie L. Wagner.

During their walks in October the children will see the gardners gathering in the vegetables and tying up the corn shocks. The pumpkin gleaming in the fields, and the many seeds waiting to be gathered, interest them. For an occupation this month, a poster may be made from a square cut on straight lines, picturing the work of the month. From one square a barn and wheel barrow may be made. Fold into sixteen squares; cut from the right on the first line the length of a square, then up the length of one square, across on the center line the length of two squares, down the length of one, and out to the edge on the line. Thus six squares are cut away. Fold the lower edge of this piece of six squares to the first line; open and fold the edge of the upper left hand square to the lower edge. Cut the oblong from the lower left edge and leave a quarter of a square; then cut the other quarter and half square out. Fold the upper left square on the diagonal and cut off. The squares on the lower right corner may be cut into the shape of a wheel and thus a realistic wheel barrow is formed. The ten squares left from making the wheel barrow may be the barn where many ripened grains are stored. To shape the roof, fold the two upper corners on the diagonal to the center crease, open and cut away the corners on the line.

Hoes, rakes, shovels, and other utensils may be cut free hand, and mounted around the edge of the poster. Or pumpkins and corn shocks drawn around the edge would make a pretty border.

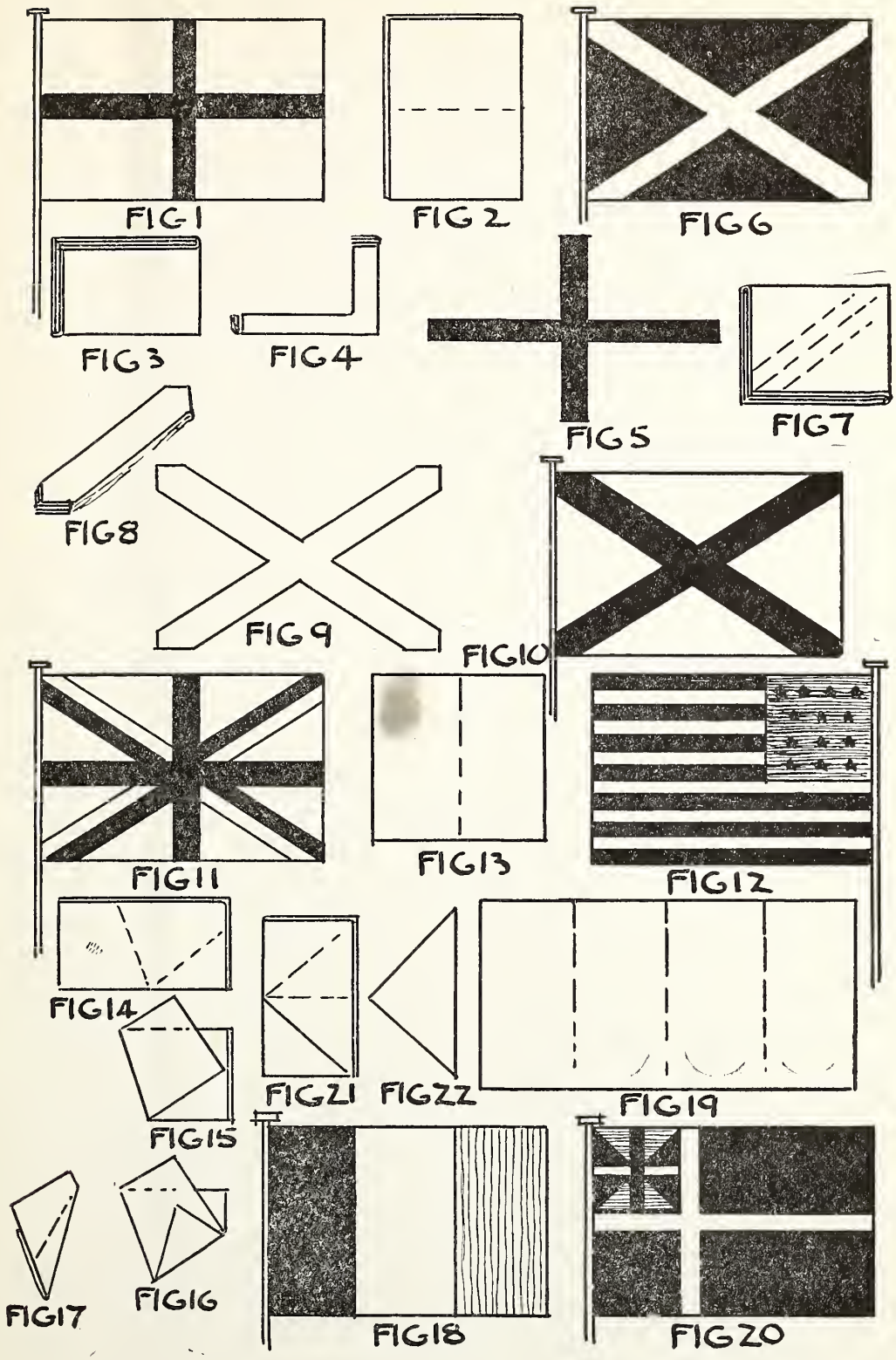
BUSY WORK

The one teacher of eight grades in a country district, or the teacher of forty primary children in the village or town school, may believe she has no time to arrange, nor the pupils any time to execute any of the work done by the kindergarten or manual training schools. It is probable that if she should spend the time devoted now to restoring and maintaining order, to the planning of some such work, she would be more than pleased with the result.

In a certain western town there is a little brown-eyed, sweet-faced lady in charge of a Primary Department enrolling from fifty to sixty-five students. She will show you paper-mats, baskets, sewing, clay models, paper cutting, etc., all done by the six and seven year-old tots. There has been nothing of the prescribed year's work neglected. Not only is the reading excellent, the spelling good, the number-work up to the standard and the language work far above the average, but the problem of discipline is practically solved. When a pupil has completed the preparation of a lesson, he is permitted to busy himself with some training device. It may be the weaving of a paper-mat; the materials are ready, the directions on the board. He quietly makes his own selection of colors, and is busy, happy, and therefore orderly until the recitation period. A little thought on the part of the teacher and a surprisingly small amount of direction will accomplish wonders n the matter of discipline and hand training.

Children of the third and fourth grades may construct geometrical figures of pasteboard or clay, learning the names of the figures and writing the names of objects having similar form. They may make collections of the different woods in the neighborhood, and spend the odd moments in mounting them properly.

Second grade children may outline plane figures by sewing around the outlines or pasting on wooden toothpicks or colored strips of paper. The colored strips may be arranged into borders of conventional design by the more artistic. They may write a story and illustrate it by pictures clipped from advertisements.



PATTERNS FOR FLAGS

By John Y. Dunlop



THE REAPERS—Jules Breton

STUDY OF A PICTURE

BY

Mary E. Cotting.

Isn't this a beautiful out-doors picture! Would you like to tell something about it? No, it is not a garden, why did you think it was? Yes, there is a path with flowers growing beside it, and the little boy has been gathering some. What is he doing now? Why is he running? Where do you think they all are going? Yes, they are going home, and where have they been? You must hear a story about that for you could never guess what they have been doing.

One morning that little boy, whose name is Jean, woke up very early, for his mother had promised that he might go to the harvest fields where she worked. There was nothing he liked to do better than this, so he dressed very quickly. As he buttoned button after button he thought of the last time he had been to the fields. Then he had gone with his father, who ploughed the ground to make it soft and ready for the seed which another man, called the sower, was to scatter all over the good-smelling, upturned, brown earth. That was a good while ago, and all the weeks since the rain and sunshine had been helping those seeds to grow into tall stalks of wheat, which were now ripe and ready to be cut down, and it was the cutting down, or reaping that Jean was going to the fields to watch. He loved to see his mother work; she cuts with a queer knife called a sickle (like this which the woman in the middle of this group is carrying,) and so very swiftly no one else can cut as much in a day as she can. Jean is very proud of his strong mother and tries to keep still for he knows that will please and help her. When the sun is high over the tree under which Jean stays the reapers come to rest and eat their dinner. If they are not too tired they tell him how in a few days the heaps of yellow-covered grain will be piled upon a great wagon and drawn by two stout horses to the shed where some day the ripe kernels will be beaten, or threshed, from the tiny husk-coverings that have protected them until the just-right time came for them to fall away. And they tell him, too, how these kernels will be sent to the mill and ground into the flour from which bread is made. If they are not so tired as to need to take a nap, the reapers will show him the fields where grow other kinds of grain—the kind that will be used for food for the horses, cows and fowls. It is all very wonderful, Jean thinks, and all the afternoon as he plays in the shade by the brook he wonders and wonders if his mother will take him to those other fields to watch the reaping there. When the bees among the flowers and the birds in the fields and trees are getting ready for night the mother calls Jean for it is time for the reapers to go home. As they slowly—for they are very tired—walk along the path across the fields Jean trots behind stopping now and then to gather flowers for the dear grandmother at home. As he is being tucked into bed after supper he tells his mother he thinks it si the finest thing in the world to work in the fields, and that when he's grown into a man like father, he is going to have a farm. Mother pats him and says he surely will if he is good and works hard enough.

Let the story form be the introduction to the picture. From time to time let he child-questions determine when to give information concerning the harvests of various countries, emphasizing especially those of our own land.

That which is of first importance in using this picture is to be the awakening of the dormant child-love for the beautiful through the impression made by the French artist's (Jules Breton) represent-

ation of magnificent space, over-reach of sky, the peculiar atmosphere indicating the close of day, the beautiful pose, and relationship of the figures to one another and the entire picture, and the child's care-free abandon born of a happy day in the open.

Note For Teachers:

Jules Adolphe Breton (1827-1906) like his great countryman Millet took for his subjects the commonplace, every day events of peasant life. He works truthfully never over representing the material, or sentimental phases of the subject.

There is grace and appeal in all his work and nothing of the morbid and heavy atmosphere sometimes shown in pictures of peasant life.



IN OCTOBER

By substituting plenty of good social opportunities at the school and meeting the pupils halfway, the school authorities succeded in getting the students at the West Chester, Pa., High School to give up voluntarily the secret societies in the school.

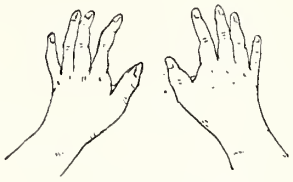
They believe in "class athletics" at Tacoma, Wash., the kind where all the members of a class take part. For the boys the contest is kicking the football for distance; for girls the event is throwing the basketball for distance. In 113 classes the entire membership without exception took part; and even in the upper four grades, where no effort was made to organize all the classes, 65 per cent of the pupils participated.

A FINGER PLAY STORY

THE SQUIRREL

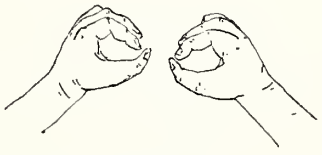
CARIE L. WAGNER

Here are the tall trees
In the shady wood,



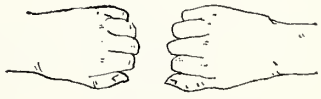
THE TALL TREES

These are the little nuts
That grow so rich and good.
The little squirrels live
In these big hollow trees,
Keeping snug and warm,
And safe from winter's breeze.



THE NUTS

These are the pantries
Dug into the ground,
Where the little squirrels bring
All the nuts that they have found.
And in the sunny springtime
When gentle rains tap down,
The nuts the little squirrels left



THE PANTRIES

Come peeping through the ground.
Then they grow and grow
In all the sunny weather,
Until they're tall trees full of nuts
For the children and squirrels to gather.



COME PEEPING THROUGH THE GROUND

NEW GAMES, PLAYS AND PIECES FOR LITTLE PEOPLE

WRITTEN FOR THE KINDERGARTEN
PRIMARY MAGAZINE

THREE SHIPS.

MARY R. CAMPBELL.

Enter three boys with toy ships.

First boy—

Here's to the Nina, the Pinta, the Santa Maria,
Columbus' ships that braved the Main
Sailing west from Palos, Spain
To prove the earth is round.

Second boy—

Hardships and trials did the men endure
Before they finally saw bright land
With strange men standing on the strand
And Columbus called them Indians.

Third boy—

One ship was wrecked on the homeward way
But the others filled with men and gold
Arrived and many stories told
Of all their strange adventures.

All three boys—

Three cheers, three cheers for Columbus true
And for all great men whose deeds are brave
Who do not try their lives to save
But follow the path of duty.

PLAY FOR COLUMBUS DAY.

MARY R. CAMPBELL.

(Ferdinand and Isabella on their thrones, chairs with a red drapery concealing them.)

Enter Columbus and followers, bowing low.

Columbus—

O most gracious majesties!

Ferdinand—

My wise men say your scheme is vain
So your plan I must disdain;
If as *you* say this earth is round
No one could stay upon the ground.

(Bows his head and looks very wise.)

(Columbus looks sadly around and sighs.)

Queen Isabella (stretches forth her hand.)

I have talked to the Abbot kind,
And he has made me change my mind.
Take these and these (dropping her bracelets and necklaces into Columbus' hat) and may you be,
Successful in your quest at sea.

Columbus and followers—

Long live, long live Isabella the queen
Such generous faith has seldom been seen.
Long live, long live Isabella the Queen!

All, (except Columbus, who bows as he listens)

Here's to Columbus, so brave and so true,
Who will soon sail west on the ocean blue
To—find—the—land—of—India!

Headed by king and queen all march around and off.

One returns—

Columbus safely made his voyage
And now though he never knew it
He discovered this land, the fair land of our birth,
The greatest nation on all the earth!

(Displays flag.)

All, except Columbus, return and sing America.

COLUMBUS GAME.

LAURA ROUNTREE SMITH.

(*Book Rights Reserved*)

The children stand in a circle. They choose one to represent Columbus. The children all sing the verse. As they sing the fifth line of the verse, Columbus points to three children who become the Nina, the Pinta, and Santa Maria. These three children come inside the circle, and wave arms up and down as though sailing. The children now all repeat the song, marching round in the circle, waving arms up and down, and the children inside the circle skip round also.

The song is then repeated, the children standing in the circle, and the three chosen as Nina, Pinta, and Santa Maria, choose three children to take their places, by pointing at any three children in the circle.

The game may continue as long as desired, or until all the children have had a chance to go inside the circle.

It will be very pretty to dramatize the story of Columbus in connection with this game.

The children sing the following song.

COLUMBUS SONG.

Columbus was a sailor boy,
Many years ago,
A great ship was the sailor's joy,
Many years ago.
The Nina, the Pinta, the Santa Maria,
Little vessels three,
The Nina, the Pinta, the Santa Maria,
Sailed out across the sea.

OCTOBER GAME.

LAURA ROUNTREE SMITH.

(*Book Rights Reserved.*)

The children stand in a circle. They choose Miss October who goes inside the circle.

The children all march round the circle singing to the tune of "Twinkle Little Star."

Round and round the ring we go,
Merry children as you know,
All the school-bells sing a song,
Happy children march along.

The children now pause and face toward the centre of the circle.

Miss October says,"

All the months go passing by,
To tell my name now who will try?"

One after another the children run inside the circle saying, "Is your name June?" "Is your name December?"" etc.

Each time Miss October answers,

"Guess again 'tis very plain,
That you do not know my name."

The children may keep on guessing until all the other months have been guessed, then one may say "Is your name October?"

This child and Miss October will change places and the game continues.

All the children clap hands and say,

"The summer is over,
You are merry October."

To vary the game, or to end it, the children may again march around the circle singing, to the same tune,

All the months are marching so,
One by one they come and go,
Winter, summer, spring and fall,
You will find twelve months in all.

If any child asks if the month is October, before all the other months are named, he must go out of the game.

This game will help the children to learn all the names of the months.

OCTOBER PLAY.

(Miss October enters and scatters autumn leaves on the floor.)

Miss October.

I am merry October,
That gay little rover,
Jack Frost I'll call if you please,
The fruits are all mellow,
The leaves red and yellow,
They wave in the late autumn breeze.

(Enter Jack Frost)

I am little Jack Frost, that gay little rover,
Good morning, good morning to you, Miss October!

Miss October.

Good morning Jack Frost, good morning to you,
Late in the autumn now, what can you do?

Jack Frost.

I'll paint the leaves upon the trees,
And ripened nuts will fall,
I'll freeze the little silver streams,
"Good skating" the children will call!

(They retire to one side of the room, enter children with baskets of nuts and apples.)

1st.

'Tis the fall of the year,
Jack Frost has been here.

2nd.

He's a right merry fellow,
See the leaves red and yellow!

3rd.

The skies are so clear,
Miss October is here.

4th.

The chestnuts burst open, they're ripe, and so,
We say Jack Frost has been here, we know.

5tn.

See the apples rosy and round,
All the ripest apples I've found,
Hurrah! for Jack Frost, that gay little rover,
Hurrah! hurrah! three cheers for October!

6th.

Nuts are very good to eat,
Children find them quite a treat,
Hurrah! hurrah! the summer is over,
Hurrah! hurrah! for merry October.

(Miss October and Jack Frost come forward, and bow low.)

Miss October and Jack Frost.

Little children one and all,
We heard your merry voices call,
We will bring you happy days,
While you sing October's praise.

(All sing, swinging their baskets to and fro.)

Tune, "Lightly Row."

We will play, we will play,
On a bright October day,
We will play, we will play,
Singing songs so gay,
Welcome, welcome, we all sing,
Merry days of fall or spring,
We will play, we will play,
Singing songs so gay.

LITTLE HANDS.

A Recitation for Boys and Girls.

LAURA ROUNTREE SMITH.

Girls.

Two little hands woke up one day, (hold up hands)
Two little hands for work and play,
They swept the room 'till the floor was bright (sweep)
Two little hands so clean and white.

Boys.

Two little hands shook the old plum tree, (shake)
Down fell ripe plums for baby and me,
Two little hands clapped one, two, three, (clap)
For we were happy as happy could could be.

Girls.

One little hand took a dinner pail,
Swinging it to and fro, (swing right hand)
One little hand helped to bounce the ball (bounce
It was useful as you know.

Boys.

One little hand waved a friendly greeting (wave [hand)
To a friend across the way,
One little hand took off a cap,
And bowed in a proper way. (hand to head)

All. (holding up hands)

Two little hands that work and play,
Two little hands that we wash each day,
Two little hands so clean and white,
We will clasp them in prayer at night. (clasp hands)



STORY OF AN APPLE.

F. G. Sanders.

67 *Hazelton Ave., Toronto, Canada.*

Cutting of the bare tree in winter.

Cut from black, use white chalk or crayon for snow, mount on blue or white.

"You think I am dead, the apple-tree said,
Because I have never a leaf to show
Because I stoop, and my branches droop
And the dull gray mosses all over me grow."

Apple-tree, how did you grow?
I came from a little seed.
The seed was in the ground.
The sun and the rain helped the seed.
Little roots ran up from the seed.
A little stem ran up from the seed.
A little stem grew tall and strong.
Birds came to the tree.
Blossoms grew on the tree.
Apples came from the blossoms.
All came from a seed.
(From Hall and Brambaugh Standard Primer.

Cut blossoms from pink or white, the branch from black.

"Bend down your branches, apple tree!
Said little May,"
"With blossoms I must trim each twig,
And I've not long to stay."

Tell the story of Johnny Apple Seed.

The old man who saved all his apple seeds, and with his stick dug a hole and planted them all through the state where he lived, so that many lived to bless him for his good gifts.

Cut barrel from black and mount on white, or cut barrel from white and mount on black.

Cut apples from red, yellow or green.

Apples in the orchard mellowing one by one.

Tell stories of packing, storing and shipping the apples.

What countries they grow in.

What used for.

Names different kinds of apples.

End of the apple.

Apple pie.



THE COMMITTEE OF THE WHOLE

CONDUCTED BY BERTHA JOHNSTON

THIS COMMITTEE OF THE WHOLE, of which all Subscribers to the Kindergarten-Primary Magazine are members, will consider those various problems which meet the practicing Kindergartner—problems relating to the School-room proper, Ventilation, Heating, and the like; the Aesthetics of School-room Decoration; Problems of the Physical Welfare of the Child, including the Normal, the Defective, and the Precocious; questions suggested by the use of Kindergarten Material, the Gifts, Occupations, Games, Toys, Pets; Mothers-meetings; School Government; Child Psychology; the relation of Home to School and the Kindergarten to the Grades; and problems regarding the Moral Development of the Child and their relation to Froebel's Philosophy and Methods All questions will be welcomed and also any suggestions of ways in which Kindergartners have successfully met the problems incidental to kindergarten and primary practice. All replies to queries will be made through this department, and not by correspondence.

Address all inquiries to

MISS BERTHA JOHNSTON, EDITOR,
389 CLINTON ST., BROOKLYN, N. Y.

The catastrophe now overwhelming Europe is so much in the public mind that, to offset the glamor of war in the minds of the older children, it is perhaps just as well to let them understand in a small measure, how, when one nation is affected by good or evil, the entire world to greater or less extent, is affected also. What will perhaps appeal to the children more than any other fact, is that the toy market is hard hit. Most of our finest as well as our cheaper toys come from Austria, Germany, and Russia. Fortunately, they are usually sent over about six months before Christmas, and one consignment had already been shipped in the "*President Lincoln*" just before war was declared. Its cargo is the last received. Dollhouses, china toys, and mechanical toys come largely from Germany and Austria, and innumerable woolly lambs and Noah's Arks and tiny villages as well. Santa Claus will therefore, have a difficult task in supplying all the needs of the children, as our own workmen will have to be called upon and they have not the skill which the Europeans have acquired by many years of experience.

Do not let the children rest, however, in a mere selfish regret as to their own possible losses. Awaken their sympathy for the people abroad, who, being unable to find a market for their toys will have to suffer want and distress; many little children may have to go hungry because unable to sell the toys they have helped to make.

The teacher naturally wishes to utilize every opportunity for making the children realize their privileges afforded by the schools, both public and private, and what they lose if they miss a single day while school is in session.

Therefore, while this terrible war is in progress, tell the children Daudet's wonderful little story called "The Last Lesson," and which is to be found in a volume of his short stories entitled "Monday Tales."

The story recounts how a little Alsatian boy starts for school one fine day, and then, thinking of the hard lesson in participles before him, is tempted to playing truant. However, he changes his mind and goes to school. Approaching, instead of the wonted hubbub, amidst which he hoped to creep unnoticed to his seat, there is an unnatural stillness, and entering, he finds all quiet, and the teacher dressed in his holiday suit, while some of the important people of the small village are seated upon the platform. The teacher, seriously but kindly, tells little Franz to take his seat and then explains to the children that this is the last day they may ever have their lessons in their beloved and beautiful French tongue. The village has been captured by the Germans and tomorrow a German pedagogue will take charge of the school and henceforth all their lessons will be in another language than their own own.

Oh, how little Franz regrets the many days he has played truant and how industriously and zealously all of the children perform their exercises that day. In writing, every letter is made with such care! And each recitation in grammar, geography, reading is done as perfectly as possible. But alas, little Franz, in his sorrow, bungles over his participles, and the teacher understands and expresses his own regrets for the days when he himself has not come to school and reproaches the parents for their neglect in sometimes permitting the children to be absent.

Twelve o'clock comes, farewells are sadly said, and the teacher, turning to the board writes for last time, "Vive la France!"

In telling this little story at the present juncture, in order to keep strictly to the spirit recommended in President Wilson's advice as to neutrality and the avoidance of antagonism between citizens of different races, we would suggest that the names of countries be omitted and the statement merely made that two countries had been at war, and this event happened in one captured village, the teacher finallly writing on the board, "Long live our country!"

COMMITTEE OF THE WHOLE.

Practical Self-Examination.

In the *New York Evening Sun* recently, Eleanor Gilbert tells of a business firm that charts each one of its employees, the applicant giving also an estimate of himself, and every six months the records are gone over to learn what improvements have been made and who are eligible for promotion or dismissal. We commend to our teacher-readers some of the points listed on this chart, which may help them to study themselves and to decide in which ways they may

strengthen themselves mentally, physically, morally. Here are some of the qualities noted:

Physical qualities of applicant:

Age, height, weight, complexion, condition of teeth.

Mental qualities:

Ambition, energy, industry, persistence, accuracy, promptness.

Other qualities:

Fair spirit, loyalty, cheerful, what progress made in last year? Condition of eyes, neatness, carriage, striking physical characteristics, what kind of first impression made? What marked ability? Imagination, foresight, creativeness, open-minded or obstinate? Detail worker?

It is well to frequently take stock of yourself and qualities, and we hope this extract may assist many an aspiring teacher to self-knowledge that will lead to a successful career.

A graduate of one of the colleges for girls, and herself an educator, in a recent report criticises college graduates as walking badly, stooping being hollow-chested and indulging too freely in provincialisms and slang. This suggests some of the lines along which the teacher may criticise herself in making out her own personal chart.

On her way to market, the editor passed two little tenement-house girls, one wearing a yellow tissue-paper cap, wings and girdle, and the other similar accessories, that were pink in color. One of their playmates left them and as she caught up with us, we queried. "Can you tell me if those winged creatures are butterflies or fairies? I cannot quite tell." Although I was a stranger she at once fell in with the spirit of the occasion and readily replied, "Oh, the yellow one is a butterfly, and the pink one a fairy."

The Binghampton press (N. Y.) , in its issue of Aug. 11, gives a column to a graphic description of the children's department of the Public Library, which department is in charge of Miss Ursula Johnstone, the idol of the children.

The 3,000 volumes which compose the children's library are classified in various sections, one of which is known as the "Clean Hands Case." "This is a collection of finely bound, beautifully illustrated books, secured at no small expense, which are not allowed to be taken from the library and which may be obtained for perusal in the reading room, only after the youngsters have presented their hands for the board of censorship inspection. These, according to the law of the room must have recently undergone a change from the normal color. They must be clean and must be passed upon by the board of censorship, which is Miss Johnstone.

"Little tots," she says, "will hustle in, and without saying a word, extend their hands, palms up, on my desk, for approval. If they are clean, I nod, and they tiptoe around to my left and gingerly take down a coveted book. When in the course of time a volume does become slightly soiled it is removed from the "clean hands case" to the regular shelves."

It is interesting and important to learn of the fascination that United States history has for the little foreign-speaking children. German, Slavs, Russians, Italians, they read the lives of the presidents, war stories, and semi-political works, in fact everything in American history they can get. Here is a hint for the public school teacher.

Miss Johnstone has accomplished good work, as have librarians in other places, by lecturing to women's clubs on the literature which should be put into the hands of children. The grade teacher, or country school teacher, can make the subject of the children's reading a bond to link her with the home. She can help the parents to feel the need of guiding the children's taste in literature.

From the *New York Times* we quote an editorial which we commend to the teachers of all grades in every kind of school in our beloved country. It speaks for itself.

THE HOMING TEACHERS.

There are no exact figures of the American teachers who went abroad this year early in July, but they must run up high among the thousands. They are beginning to return now, with experiences they had not counted on, and for many with a change of outlook upon the world such as no like class has ever won. Most of them are women, since the great body of teachers in the United States are women, and since women are more eager, adventurous, and efficient as travelers than men in like calling. A very large proportion of them are young, because in the younger women of late years the desire for travel, the sense of its value in their profession, has notably extended, as well as the self-reliance which foreign travel demands and instills.

They are beginning to come back, like the beggars in the nursery rhyme, "some in rags and some in tags," but mighty few "in velvet gown." Many are coming in the steerage, as did multitudes of the children with whom they deal and their parents. Some are coming in crowded cabins or taking such rest as they can get on sofas, cots, and chairs. If the weather on the sea be bad, they will be huddled in comfortless quarters under very disagreeable conditions. Most of them are weary with hardship and mordant anxiety. Many have lost baggage, others are pinched for means and return to face a period of sore embarrassment, possibly of real privation.

Yet we venture to think that the great body of them are cheerful, stout-hearted, and with plenty of energy to take up their wonted task with a new and broader notion of its obligations and its opportunities. They have seen and shared conditions in the various lands from which or across which they fled toward home and safety of which they had never dreamed. But in these conditions, to some degree, their pupils and the families of their pupils always have lived, and from them they have escaped to seek permanent freedom in America. The suffering is more intense and general, but it is always present, and

under conditions in several European countries is likely to become acute as well as chronic. The teacher who takes up next month the care of the crowding children of those who are always "refugees"—as the teacher for a time was a refugee—will look upon them with different and more seeing eyes. She will apprehend, as she could not before, their sore and persistent needs, their heavy handicap, their pathetic but not hopeless shortcomings. To her study of them to her efforts to guide and sustain them, there will be added the precious force of sympathy.

And apart from this result of the distressful experiences of our teachers there will be the fact that they have had a severe but rewarding lesson in the stern school of reality. They have many of them been engaged in their calling in what we call the science of civics, one aim of which is to show the influence of political institutions on the daily life, on the welfare and advance of citizens. They have now seen and felt what is the influence of institutions one of the main objects of which is to train citizens for destructive warfare to hold them ready for such warfare on sudden call, and meanwhile to load and cripple them with the vast burdens of preparation for war. Our teachers will have learned, we are sure, that the "civis" of our towns and States and nation cannot compare in importance with the study of the affairs of the world and the intolerable conditions under which scores of millions have to live. The pomp and circumstance of glorious war as it pervades our textbooks and our literature will be obscured by the poignant sense of what the scourge of war means to the common people, the unnumbered toilers among whom, in their flight to secure homes, they have passed. The generation of American citizens who next month pass under the charge of these returning teachers will, we are confident, be trained, consciously or unconsciously, in a spirit made broader, clearer, more helpful by the experiences of this Summer.

We have had kindergartens in our city for a good many years. We would hardly know how to maintain a public-school system without them. If all home conditions were ideal and children could have free play and outdoor exercise until they were 6 years of age, the need of the kindergarten would not be great. But no such conditions exist in any city. The kindergarten, therefore, supplements the home. It gives training in how to work and how to play in such a way as to be of value in the future work, and in addition to this it also supplements what in many cases is a meager home life.

C. Edward Jones. Albany, N. Y.

Kindergartens for colored children are being adopted in different parts of the South as one of the agencies for improving social conditions that have troubled two generations.

PIANO LESSONS FOR THE TINY TOTS.

Laura Rountree Smith.

(The following article will answer many questions in regard to *First Piano Lessons at Home*—the new system of teaching the piano to children of kindergarten age, by means of daily ten or fifteen-minute lessons and *no* practice.)

First Piano Lessons at home, by Anna Heuermann Hamilton is the most original and interesting method of teaching music to children and beginners. It appeals to me as a splendid method of teaching pharasing, rhythm, and reading notes. The method of counting is specially good.

I am interested in the remarks made on every page; they can not fail to interest the child and help the teacher. New elements are introduced in this charming manner; as on page 19; "And here is Mr. Thumb. He is a very necessary worker and we are glad to welcome him." And again on page 25: "High E thinks he can sing better than Low E. Do *you* think so? And here is F on the top line."

The selections are easily played and melodious throughout. The books are based on the psychological principle of "Proceeding from the Known to Unknown." The facts of music are introduced so gradually that they will not confuse the child's mind.

The writing books present such an interesting appearance I find I should like to use them and begin music study all over again.

The books are especially adapted to the needs of the kindergarten teacher. No progressive kindergarten teacher can afford to be without them. They will be an invaluable help to country teachers, providing them helpful material; and to mothers who wish to help their children at home. They will make the children familiar with the position of notes on the staff, and give much more than a "speaking acquaintance" with many characters in Music Land.

They are, in my opinion, the best books of the kind on the market.

IMPORTANT POSITIONS OPEN.

Examinations for important positions in the United States Bureau of Education at Washington will be held during September and October.

The places to be filled are: Specialist in Industrial Education, at $3,500; specialist in educational systems, $1,800; specialist in school and home gardening, $3,000, with an assistant at $1,600; specialist in home economics, $3,500; specialist in agricultural education, $3,500; translator, $1,800; and assistant in rural education, $1,800. Women are desired for the positions of specialist in home economics, specialist in educational systems, assistant in school and home gardening, and assistant in rural education. The other positions are open to men.

Full information as to date and place of the examinations may be obtained from the Civil Service Commission, Washington, D. C.

Take the world as it is, not as it ought to be.—German.

HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

DEAR RURAL TEACHER.—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children, and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

OCTOBER 1914.

Leaf Booklet

"October gave a party;
The leaves by hundreds came,
The chestnut, oaks and maples,
And leaves of every name."

The month of October is an excellent time for the study of leaves; owing to the variety of colors the children are usually more interested in gathering them than at any other season of the year. These may be made useful and profitable busy work for the month, and the work may be completed by having each child prepare a booklet with his best work to take home.

Have each child gather a number of different shaped leaves and press carefully. Outline them on paper and use as a lesson in paper cutting, use if possible paper the color of each leaf. For another lesson we suggest that the outline be drawn upon drawing paper, and with colored crayon or crayola colored the same as the original leaf.

The smaller leaves may be used in a border design.

The materials needed for the booklet will be one sheet of drawing paper about 9 x 12 inches upon which to mount the leaves, and a sheet of construction paper red, yellow, green, or brown of the same size for the cover.

On one page fasten with glue a few of the pressed leaves, on another page the leaves cut from colored paper, and a third the leaves drawn and colored. These may be tied with ribbon the prevailing leaf colors.

HOLLOWE'EN SUGGESTIONS.

Kindly humor and harmless sport is what Hallowe'en should mean to all of us. Let us help along a reform in this line by training the children of the kindergarten to make it a season of harmless merriment and true jollity.

This is a day when fairies are supposed to reign, and for a morning talk have the children relate some fairy story, also tell or read one from Hans Christian Anderson, many of which are suitable for this purpose.

In nearly every rural school the children will have little difficulty in providing themselves with pumpkins. Jack-o'-lanterns may be made, which may be used in games, and also as models for a lesson in drawing and coloring.

Children may make caps of orange colored tissue paper, and decorate with shapes of pumpkins, brownies, witches, and cats cut from black paper.

They will enjoy making brownies of horse chestnuts and toothpicks, or potatoes and picks.

To some this may seem like a waste of time when so much of real work is to be accomplished, but remember that the spirit of the day is felt, and it is our duty to make it in some way a benefit, and rob it of the element of lawlessness.

SENSE TRAINING.

The eye:—The teacher can do much to help her little folks to see, and thus greatly aid them in their later work in arithmetic and language.

The first exercises in sight training come through the use of color. Teach the primary colors first, and in their order in the spectrum. Have samples of colored paper and ask them to draw colors to match. Give them pieces of paper and have them bring something from home to match in color.

Draw the six primary colors on the black-board, then erase one color, and ask them to find from their material the missing color.

The ear:—Make very light strokes upon the desk, and see which ones can detect the sound. Call attention to the ticking of the clock. Suspend pieces of wood and metal with cords, then strike them letting pupils name the material by the kind of sound.

The hand:—The sense of touch may be cultivated by giving them objects to handle, asking then to determine temperature, texture, rough or smooth, rigid or flexible. They may be taught to give relative weight by feeling.

The children will enjoy a game of recognizing by sense of touch. Place in a basket a large number of objects, toys, fruit, and vegetables. Blindfold the children in turn, and have them take out the objects, naming each. The ones who are able to recognize and name correctly the largest number are the winners.

COLUMBUS.

A little time on October 12th, should be given to the discoverer of our country. With the youngest pupils the exercises will be of more interest if given in story form.

In Italy over four hundred years ago a little boy was born who later became very famous. At that time people living on the other side of the ocean did not know that this country where we live existed.

Little Christopher spent much of his time on the wharves, and made friends with the sailors who told him wonderful stories of their voyages to far away countries. When he grew up he became a sailor.

He thought there was a shorter and better route across the sea than the one usually traveled. He had no ships, nor money to hire sailors to go with

him. His own country refused to help him. He asked the king and queen of Spain for help, and they after many years of waiting, provided him with three small vessels and one hundred twenty men to take this trip across the ocean.

After many weeks Columbus saw signs of land, on the water a stick of wood or branch of a tree, and sometimes birds flying in the air.

On the morning of October 12th, they landed. This land that they reached was our country, and was later called America.

"Who was it who first waved a flag on this soil?
Who to as it who cared not how painful the toil?
Columbus, Columbus, with soul great and true!
The heart of our nation beats fondly for you."

Paper Cutting—The study of Columbus will furnish some excellent work in paper cutting ,and folding. They may cut circles to represent the earth, a boat as in time of Columbus, sailors' caps, birds seen on the journey, Indians who were found there; their bows and arrows, wigwams, drinking cups, etc.

Related Pictures—Place one or more before the children in connection with this study.

Departure of Columbus.
Columbus at the Court of Ferdinand and Isabella.
Columbus on the deck of the Santa Maria.
Landing of Columbus.

WORK WITH KINDERGARTEN BEADS

The advantages of the little half-inch kindergarten spheres, cubes, and cylinders inprimary school work are manifold.

We very much doubt if there be anything in the line of kindergarten material which can be used more successfully for really profitable busy work than these kindergarten beads. Even the smallest and dullest child can do something with them without instruction, and with a little guidance they can be made to serve efficiently, especially in acquiring knowledge of form, color and number work.

The beads are furnished plain and also in the six primary colors; they can be used over and over again, and never wear out.

The little one who enters the school for the first time can be made to feel at home in his new surroundings very quickly if given a shoe string and a little box of these beads.

It may be well at first, after showing him how to place them on the string, to let the child play with them without instruction. Later he can be taught to do the stringing after the following order:

With a view to teaching color, first ask him to select all the beads of one color, by name or not, and place them on the string together. Then all of another color, and thus continue all through the six principal colors. He may then be required to place one of one color and one of another color, following this rotation throughout. Then two of one color, one of another color: two of one color and two of another color. Two of one color and three of another color. Thus he will be taught number work unconsciously.

This work can be continued almost indefinitely.

He may also be taught to place the beads on in spectrum order, namely—red, orange, yellow, green, blue and violet, repeating until the string is full.

In taking up the study of form it is better to use the plain beads. Beginning with the sphere: let him select all of that shape, then all of the cubes, then all of the cylinders. Then let him alternate with the sphere, cube and cylinder.

He can then be given the colored beads, and taught to divide them both by color and by form, after the manner indicated above. Thus he may be taught to string two red spheres, one red cube, two red cubes, one red sphere, two orange cubes, one yellow sphere, etc.

The teacher will understand how these combinations can be carried on almost indefinitely.

The rural teacher who has many grades in her room and finds herself on a rainy afternoon with a lot of restless little ones will find these beads very helpful and wonderfully efficient in bringing order out of chaos.

Instructions for the entire class or room can be given verbally, or if time will permit whispered to each pupil, which will prove more effective.

No kindergarten exercise should be continued too long or repeated too often, or the interest will lag.

If it is desired to teach number combinations, after working with the beads awhile, other material can be introduced, as sticks, slats, cubes, or tablets, etc.

The one unsatisfactory feature about the stringing of beads is that the work which the child performs cannot be retained permanently.

To overcome this disadvantage, seeds, nuts, shells, etc., can be substituted, and gathered by the pupils in the summer or fall without material expense. Many flower seeds, melon and citron seeds, sunflower seeds; also peas, beans, redberries, etc., can be used for this purpose.

Many of the seeds can be perforated easily after being soaked.

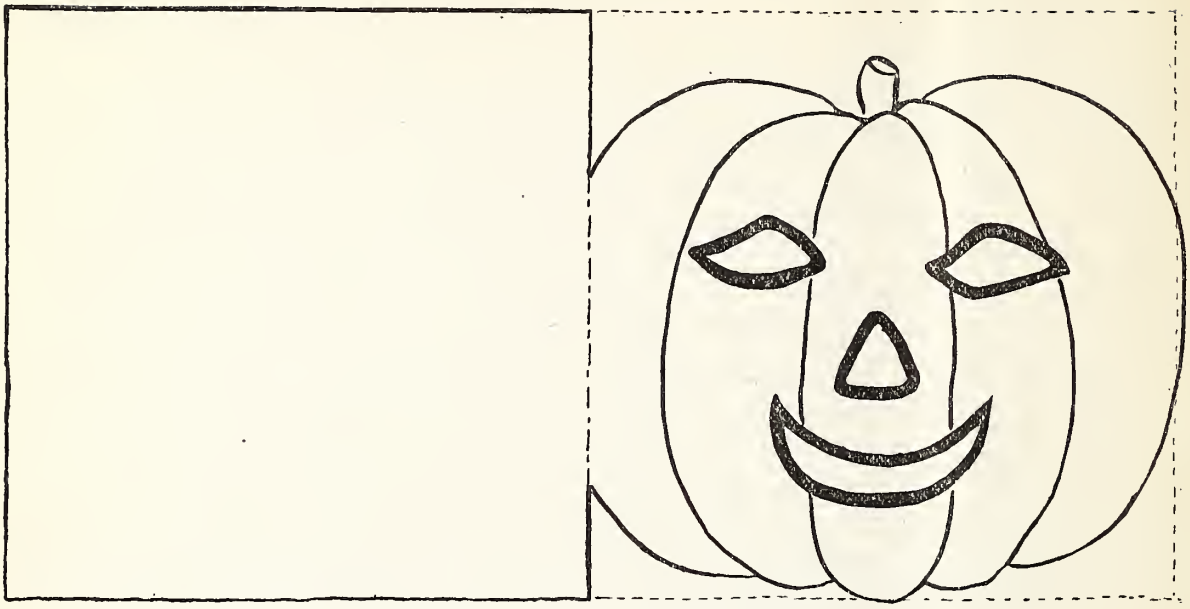
Kindergartens have been maintained throughout the city of Newton about 20 years, and are accessible to practically all children in the city. We believe the kindergartens to be a valuable department of our public educational system. Two years ago I made formal inquiry of all the first and second grade teachers regarding the value of kindergarten training as they observed it in the children that came to them. About three-fourths of all children entering our primary grades have spent from a year or a year and one-half to two years in the kindergarten. The replies of our first and second grade teachers to my inquiry were practically unanimous in favor of the kindergarten training.

F. E. Spaulding.

Newton, Mass

A boaster and a liar are cousins.

The dog that means to bite doesn't bark.



PATTERN FOR OCTOBER BOOKLET

MARGUERITE B. SUTTON

DIRECTIONS FOR THE PUMPKIN BOOKLET

Use a piece of ordinary school drawing paper 6 1-4 inches by 3 1-4 inches. Draw a faint dotted line through the center of the paper where the booklet is to be folded, and on the right side draw the outline of a pumpkin, as pictured. With heavy lines draw in the eyes, nose and mouth. Color the pumpkin orange with black eyes, nose and mouth. After colors are dried cut around the outside of the pumpkin, and fold on the center line.

This booklet may either be used for spelling folder or invitation booklet.

KINDERGARTEN APPRECIATION

F. H. Beede, New Haven, Conn.—We have had kindergartens in New Haven for twenty years and I believe strongly in the value of their work. In this line of work, as in any, mistakes will be made and mistakes have been made; nevertheless, the main work of the kindergartens is, in my opinion, wholesome and useful. Fifteen years ago, first grade teachers preferred to have children directly from the home, without previous school experience, rather than to have children from kindergartens. Their feeling was that kindergarten children had not learned prompt obedience and the formalities of school routine. Today probably every first-grade teacher in our city would prefer to have kindergarten children. Their testimony is that these children have more initiative, more experience, a larger fund of school information, and a habit of doing school work in conjunction with other children. Their social instinct has been developed. The old-fashioned teacher who wants mainly to "hold down" school children does not want kindergarten children. The up-to-date teacher whose thought is to develop her children, to enlarge their power of initiative, and to develop responsiveness on their part, asks every time for kindergarten children.

C. E. Chadsey, Detroit, Mich.—My experience with kindergartens now extends over a period of years, both in Denver and in Detroit, and I can express myself most emphatically in favor of very liberal expenditures for kindergarten purposes. While the results of the kindergarten are not always tangible, that is, they can not always be measured with reference to the specific work accomplished in the elementary grades, I am convinced that the general value to the child through increasing his stock of general emotions, particularly with reference to his social relations with his fellows, justifies the expenditure incurred.

Gather ye rosebuds while ye may,
Old Time is still a flying;
And that same flower that blooms today,
Tomorrow shall be dying.

—Herrick.

I would not enter in my list of friends,
(Though grac'd with polish'd manners and fine sense,
Yet wanting sensibility), the man
Who needlessly sets foot upon a worm.

—Cowper.

Jenny B. Merrill, Pd. D.

Ex-supervisor New York Kindergartens, and special lecturer on educational topics, can be secured for a limited number of addresses to teachers or mothers, at points not too remote from New York City. Her subjects are the following:

"Present Day Modifications of the Kindergarten."

"The Report of the Committee of Nineteen of the I. K. U."

"How to Utilize the Results of Kindergarten Training in the First School Year."

"rimitive Knowledge, or the A B C of things."

"The School of Infancy," "Montessori Methods."

"The Home and the School Working Together"

Address

112East 81st St., New York City.

THE STUDY OF
INDIVIDUAL CHILDREN

A System of Records, including a complete **Child History, Medical Examinations, Physio-psycological** and **Mental Tests, Daily Regimen** and **Disease Record,** also **Case Diagnosis, Classification, etc.** Suggested by

MAXIMILIAN P.E. GROSZMANN

This is a book that all kindergartners, teachers and others interested in child welfare, especially in slightly defective or atypical children who can be made normal through proper education, should be greatly interested in, The book gives the results of many tests and experiments covering years of experience, dating back to the founding of the Groszmann School for Nervous and Atypical Children founded by the author in 1900. **Price 60c.** Address

National Association for the Study of Exceptional Children

"Watchung Crest," Plainfield, N. J.

HOME OCCUPATIONS FOR BOYS AND GIRLS

By BERTHA JOHNSTON

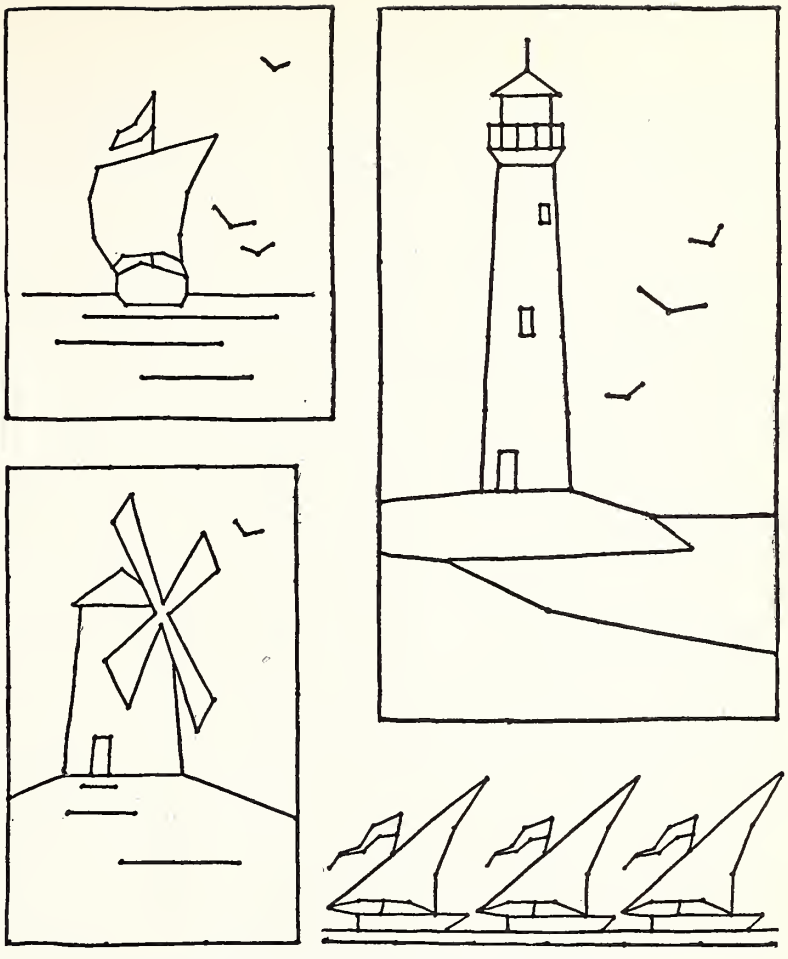
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Invaluable to Mothers and Kindergartners.

May be had of your book-seller or send 50 cents in stamps for a copy. Money refunded if not satisfactory.

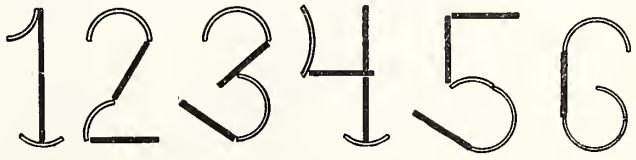
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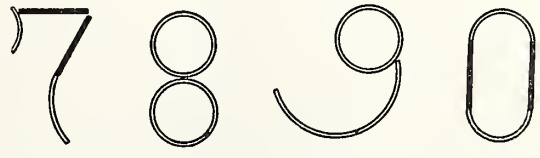
Publishers. PHILADELPHIA



SEWING CARD SUGGESTIONS.

Draw the designs large on card-board or strong heavy paper, perforate with large holes at convenient distances or have older pupils do it; and let the little ones sew the cards. Do not allow them to work too long at a time, thus avoiding eye strain.





STICK AND RING LAYING SUGGESTIONS.

Many of the letters of the alphabet can also be made with sticks and rings. They are especialy adapted for flower and fruit forms. Let very simple forms be suggested at the beginning.

WANTED, back number of the Kindergarten-Primary Magazine for January, 1907. Address Northern State Nor. School, Marquette, Mich.

FOR SALE—Five bound volumes of the Kindergarten Magazine, beginning with the first number. Address, Nora A. Smith, Hotel St. Albans, 351 West 28th St., New York City, N.Y.

FOR SALE—Two Paradise of Childhood, quarter century edition, new, at $1.00, half price. J. H. Shults, Manistee, Mich

WANTED—Back numbers of the Kindergarten Primary Magazine for June, 1909. Address, Assistant Inspector of Schools, Trichinopoly District, Madras, India.

WANTED—Back numbers of the Kindergarten Magazine, beginning with September, 1896, and ending with June, 1897. Address, Mrs. Richard H. Wyman, 512 Lee St., Evanston, Ill.

WANTED—Back number of the Kindergarten Magazine, for January, 1913. Address, Assistant Inspector of Schools, Eaujaeu District, Madras, India.

COMENIUS OR KOMENSKY.

By Mary E. Law.

What sometimes has been charged against kindergartners that Froebel, the founder of the kindergarten, occupied their whole field of vision and that they did not do justice to the educators who preceded him and from whom he borrowed many of his fundamental ideas.

Perhaps that charge could scarcely be sustained at the present time for there are two or three great educators whom we must credit with influencing in a marked degree not only Froebel but the world at large. John Amos Comenius was one of these inovators. He was a Bohemian, born in 1592. His parents died when he was quite young and his early education was neglected. At sixteen he began the study of Latin at that time the key to all knowledge and culture. Being of mature mind be noted the difficulties of mastering the language by the old method and it was through this experience that he became a teacher. A few years later, after he had prepared himself for the ministry, he was appointed director of a parish school and he set himself to work to prepare a simple book in Latin. The book met with instant success and was translated into many languages. It was the custom in those days to educate the priesthood and nobility only by tutors. He suggested classes with one teacher and numerous cadets or pupil assistants.

He recommended that all classes be educated, the poor as well as the rich; the girls as well as the boys; that they should study real things or science and he prepared some little text books upon physics and astronomy. He published the first illustrated school book, primer called the "Orbis Pictus," of the world in pictures.

Later he published many books for schools, and finally a book on infancy for mothers. He arranged a graded school system. He established a school state or republic which was the forerunner of our modern school cities and student government. He recommended short hours, two in the morning and two in the afternoon. He objured the rod and severe and humilitating punishments of all kinds. He admitted teaching the vernacular and the beginnings of things. He believed man should know all things. He was one of the greatest men of his time and was invited by England, Holland, Sweden and America to establish his new educational system in their lands. Harvard college solicited him to found their new school on a scientific basis. One wonders where America would be to-day had he accepted the invitation. All kindergartners can see where Froebel accepted all of these ideas and interwove them into the fabric of the kindergarten. It was Comenius who said, "We learn to do by doing."

Books are men of higher stature,
And the only men that speak aloud for future times to hear!

—Mrs. Browning.

PAPER TEARING AND CUTTING.

By John Y. Dunlop, Glasgow, Scotland

(See Illustration, Page 54)

The work of the kindergarten is such that many little fingers can be actively employed in a paper tearing lesson.

A great number of objects can be torn from memory other in imitation of those from books.

Paper tearing to make flags of other countries is very interesting and can be correlated with the other work.

All the class need not be required to work on the same object but except in the free play period each child should aim at one like the picture or so like the teacher's drawing.

When a particular good object has been torn it is advisable to pin it up on the wall.

Young children are proverbially impatient and their interest lags unless the teacher shows that she means to preserve their work.

The various flags shown with this article are the flags of England, Scotland and St. Patrick.

The Union Jack, the flag of America in 1776 and the flags of France and Sweden.

Fig. 1. Made of a piece of white paper 6 inches by 4 inches with a red St. George's cross mounted on both sides.

Figs. 2 and 3 show how the red paper is folded before being torn into the shape of Fig. 4. Fig. 5 shows the pattern opened out.

In Fig. 6 the colors of the flag is blue with a white St. Andrew's Cross.

Fold as shown at Fig. 7. Fig. 8 shows the pattern torn and Fig. 9 shows it opened out.

Fig. 10, St. Patrick's, is made up in the same way as the flag of Scotland.

To make the flag of Britain cut or tear a St. George's cross, a St. Andrew's cross and several strips of paper to make the blue portion for the flag of Ireland.

Fig. 12 shows the early flag of America and Fig. 13, 14, 15, 16 and 17 shows the method of folding for the tearing of a five point star.

Tear Fig. 17 on the dotted line then open out.

In the flag of France I always like to work with 6 inch by 3 inch paper; fold into four strips and tear one strip off.

The creases now show the portion of the flag to blue, white and red.

Tear pieces of colored paper and mount in position as shown at Fig. 18.

In the flag of Sweden a blue ground is used then tear a yellow cross and a small yellow strip.

Tear the small red triangular pieces by folding as shown at Fig. 21.

Paste the cross first in position then add the triangular pieces on the top and bottom.

Then paste the yellow and blue strips on the top.

Many other flags could be added to this series but the teacher should be the best judge when the class have had enough of this subject and if more is required a reference to a promgramme of flags for other countries will supply their wants.

BOOK NOTES.

NEW AMERICAN MUSIC READER No. 3, PART ONE. by Frederick Zuchtmann. Cloth, 150 pages, price 35c. Published by the MacMillan Co., New York.

The same methods of procedure are continued in the New American Music Reader No. 3 that characterize No. 2 referred to above. The voice is regarded as of first importance, and all songs and studies are in such keys and with such range that the head quality always employed in the high voice may be blended with the lower register without recourse to the harsh tones of the chest.

PRIMARY HAND WORK. By Ella Victoria Dobbs, Assistant Professor of Manual Arts, University of Missouri. Cloth, 124 pages, price, 75c. Published by the MacMillan Company, New York.

A helpful book, with many illustrations. Its scope is indicated by the contents as follows: Paper Cutting and Poster Making; Booklets; Criticism and Standards of Workmanship; The House Problem; The Village Street; Sand Tables and What to do with them; Animals and Toys; Holidays, General Suggetions and Summary.

MOVING PICTURES.

We sometimes have moving pictures in our room and this is how we do it. I took a strip of paper, several yards long and about twelve inches wide, and printed words on it about six inches apart. Then I took a large piece of pasteboard (the kind that comes between crackers) and cut two slits in it, about six inches apart and wide enough to slip the long piece of paper through. After putting the paper throgh the slits I pasted the ends together and by pulling on the paper first one word and then another comes into view. The children name the pictures by giving the words. They never tire of doing this.—Ella McIntire *In Primary Education.*

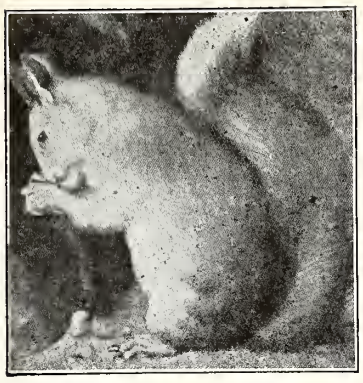
EDUCATIONAL NOTES

The public schools of the United States have 495,000 teachers, and the private schools 80,000.

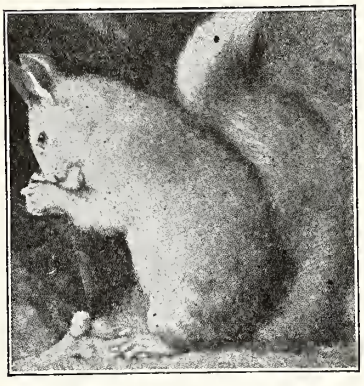
Trees for beautifying school grounds are furnished free to rural schools in California by the Chico State Normal School. Chico will also send, on request, a man to lay out school gardens in rural communities.

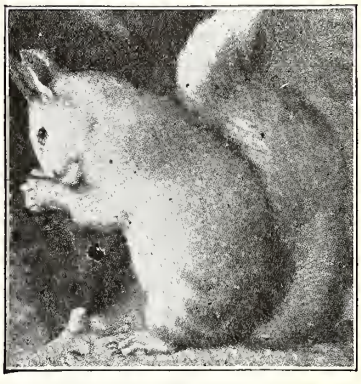
On account of the European war, the Fourth International Congress on Home Education and Parent-Teacher Unions, which was to have met at Philadelphia September 22 to 24, was postponed to a date to be announced later.

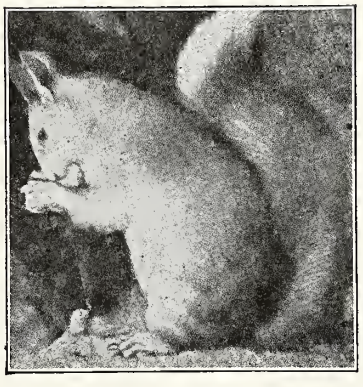
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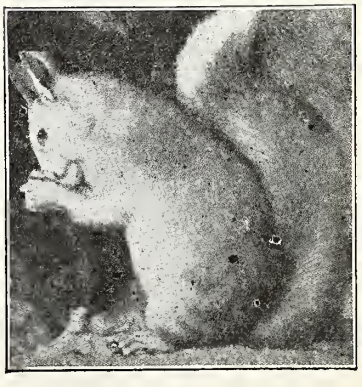














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(This play is to be given by a child representing the Tree and a smaller child. Several other children may stand behind them waving green branches.)

Child—

Here stands the tree so strong and tall ,
The tree has secrets from us all. (All whisper.)

Tree—

Listen carefully, my dear,
Some of the secrets you may hear. (Hand to ear.)

Child—

Oh, tree, what do you whisper about?
You have many secrets without doubt.

Tree—

I hold a nest with birdies two, (form nest with fingers).
A wee little nest with eggs so blue.

Child—

Why do you whisper all the night long?
Are you not tired singing your song?

Tree—

Come, shake my branches, then you will see, (shake),
Down fall the ripe apples, one, two, three.

Child—

Thank you, tree, so strong and bold,
Some of your secrets you have told.

Tree—

I hold up my branches so happy am I, (hold hands up),
When the stars come out in the evening sky.

All—

Wave your branches to and fro,
Some of your secrets we all must know,
Wave your branches to and fro,
This is the way the tree will grow.

BOOK NOTES.

"BOBBY" by J. J. Bell. Cloth, 160 pages. George H. Doran Co., N. Y. Net, $1.00.

Amost delightful study of a small boy and incidentally of his parents and a few other grown-ups. Written by the author of the "Wee Macgregor." It is as entertaining and as true to the life as its predecessor; the incidents unique but such as might happen in any family. The chapters are short and will be excellent reading for Mothers' Meetings, each one affording a text for more or less lively discussions. Altho somewhat spoiled, Bobby is a brave and loyal little soul, whom one must love despite his at times decidedly exasperating conduct. As an accurate study of childhood teachers will find "Bobby" an aid to a better understanding of the children under their care.

"ME AND THE DOG." Verses by Fred Emerson Brooks. Artist Dan Sweeny, Hand-lettered by Mary Crete Couch. Published by Jo Anderson (owner of the dog) at his print-shop, Sacramento, Cal. Price four bits. Paper.

A unique and artistic booklet, that will appeal to lovers of the dog. There are nine stanzas in praise of the dog, each accompanying a picture in ink drawing of the dog and his master, the head of the latter in each case being in half-tone and exaggerated in size. The drawings are clever and one feels at once the perfect rapport between Mr. Anderson and his pet. One picture shows him soliloquizing before a mirror thus:

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What breed of dog would I have [been?
And would I e'er reserve caress
Or be extolled for faithfulness
Like my dog here?

On the cover a real chain attaches the dog to his kennel.

NEW AMERICAN MUSIC READER No. 2, PART TWO. by Frederick Zuchtmann. Cloth, 148 pages, price 30c. Published by The MacMillan Co., New York.

This is one of a series of Music readers under this title, published by the MacMillan Company, and which we can most heartily recommend. The general purpose of this and No. 2 is to present attractive songs for practice, to introduce new difficulties, one by one, at suitable intervals, with plenty of drill, and to apply the skill thus gained to the interpretation of songs, the material used for practice being drawn from and leading directly to the song itself, which is thus the source, the basis and the object of practice.

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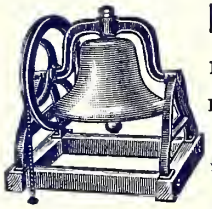
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"ALL GONE"

MOTHER PLAY PICTURE

(See Page 82) NOTE—This picture can be detached and placed on the wall or used otherwise in the Kindergarten



THE KINDERGARTEN
—PRIMARY—
MAGAZINE

PUBLISHED ON THE FIRST OF EACH MONTH, EXCEPT JULY AND AUGUST, AT MANISTEE, MICH., U. S. A. SUBSCRIPTION PRICE, $1.00 PER ANNUM, POSTPAID IN U. S., HAWAIIAN ISLANDS, PHILLIPINES, GUAM, PORTO RICO, SAMOA, SHANGHAI, CANAL ZONE, CUBA, MEXICO. FOR CANADA ADD 20c., AND ALL OTHER COUNTRIES 30c., FOR POSTAGE.

J. H. SHULTS, MANAGER.



NOVEMBER, 1914. **VOL. XXVII—No. 3**

EDITORIAL NOTES

ANOTHER excellent article entitled "Developing Method" by Dr. W. N. Hailmann appears elsewhere in this issue.

OUR picture study department is a comparatively new feature of this magazine. Under the direction of Mary E. Cotting it is meeting with success.

DR. JENNY B. MERRILL has several most excellent articles in this issue and is arranging for others along special lines, which will appear during the year.

THE Committee of the Whole by Bertha Johntson, will be found especially interesting this month. Kindergartners, Primary and Rural teachers are invited to ask questions, which will be answered without charge.

UNLESS you regard your work as a Kindergartner the most important thing in your life you are not likely to become a real success. Think about your work, read about it, study it, be constantly on the lookout for information, for improved methods. Try all things that seem to you adapted to your work, hold fast to that which is good, keep out of the ruts, be alive, have vision enough to realize your responsibilities and opportunities. Do not expect to accomplish all this at once, but work toward these goals, if you would be a real Kindergartner.

WITH an overwhelming vote the state convention of the national progressive party of Michigan placed in its platform an unequivocal denunciation of the saloon and furthermore favored a submission of amendments providing for state-wide and nation-wide prohibition of the liquor traffic. This is certainly a most wholesome indication of the trend of public sentiment. —*Moderator-Topics.*

The same political party showed its good judgment by nominating Hon. Henry R. Pattengill, editor of the *Moderator-Topics*, at the August primary, as its candidate for Governor of the State of Michigan.

THE United States Bureau of Education is doing much important work by way of bringing the value of the kindergarten to the attention of the educational interests of America. It has carefully compiled and published much needed statistics of kindergartens; it has furnished information to the thousands of school officials who have sought aid, and it has supplemented the bare information at hand, wherever possible, with that constructive suggestion which is the justification for statistical work of any kind. Throughout this task of compilation and distribution, the Bureau has endeavored to maintain that intimate sympathy for kindergartners and the kindergarten that makes information welcome and advice eagerly sought.

No one who does not see the work from day to day can realize the varied opportunities that come to spread the tidings of the kindergarten; to help in special cases, here, there, and everywhere, to make kindergartens grow where none grew before. One State's law becomes another's inspiration; a simple answer to a simple question starts a chain of kindergarten interest little dreamed of by the inquirer or by the person who phrased the reply; lists of books, handed on from one worker to another, find new soil and make a new growth of the Froebelian spirit. Frank, unprejudiced comparisons of kindergarten work with Montessori, and other methods; the problem of the two-session kindergarten; the reorganization of training-school courses; to furnish accurate information and enlightened opinion on such points as these is to stimulate interest in kindergarten education in a hundred new channels and advance the cause accordingly.

What are the methods by which the Bureau gets its information out to those that need it most? First of all, there is the bulletin series, originated in 1907. Bulletin No. 6 of the 1914 series was devoted solely to kindergartens—a statement of present conditions, statistics, opinions of school superintendents, and contributions from the meeting of the International Kindergarten Union. This is the forerunner of a line of bulletins to be issued on kindergarten work.

The annual report of the Commissioner of Education contains a chapter on kindergarten progress, and copies of this are also reprinted seperately for pamphlet distribution. A number of shorter leaflets will soon be issued; and, in order to reach all kindergarten teachers, a special series of kindergarten letters is inaugurated herewith. These letters are to be mailed at regular intervals to kindergartners, school superintendents, university professors of education, editors of school journals, and others. An address list of individual kindergartners is being prepared for this purpose.

DEVELOPING METHOD

By Dr. W. H. Hailmann.

There is an ambiguity in the term, depending on the object of the development. We may place stress upon the development of the child's powers or upon that of a given subject of instruction. In a measure, it is true, the one will involve the other; nevertheless, it is desirable, if not imperative, that the distinction be borne in mind, lest one or the other suffer.

A brief review of the bearing on each will render the distinction clearer. In the development of the subject of instruction we follow the well-known laws that bid us pass from the concrete to the abstract, from the known to the unknown, from the near to the remote, from the simple to the complex, etc. Our method is essentially inductive and analytic, proceeds from facts to principles, from wholes to details.

Thus in arithmetic we deal primarily with things, then with pictures of things and ultimately with conventional number symbols; in form-study we begin with solids and descend through surfaces to lines and their relations; in geography we start with facts and rise through an analysis of these to general laws and principles which we may or may not apply. The antithesis of our procedure is the didatic method which is essentially deductive and synthetic, passing from the abstract, from definition and law to the concrete facts in actual experience.

Classical instances of the application of the developing method we find in the dialogs of Socrates as reported by Plato where the teacher by skillful questioning leads the learner through an analysis of facts to the establishment of valid principle. A modern instance I find in an address by Edward Thring which I am tempted to report in its entirety. It runs as follows:

"Teacher begins: Do you ever think?—Pupil: I believe so. T. Do you ever think your thoughts worth telling?—P. Sometimes. T. What do you do? —P. Why, I tell them. T. How, pray?—P. I talk. T. Indeed. What is talking?—P. Why, talking, to be sure, talking's talking. T. No doubt. But how do you do it?—P. I open my mouth and talk. Good. T. You open your mouth and talk. A dog opens his mouth and barks. Is that it?—P. No. I talk sense. T. But how do you talk sense, if opening your mouth and barking won't do?—P. I tell what I think about. T. Do you? Well, think about something.—P. I do. T. Name it.—P. I thought about a horse. Well. But I know nothing of your thought. You have named a horse, but I am no wiser.—P. I must tell you something about a horse. T. Do so.—P. A horse runs. T. Now I know. What two things have you had to do in order to talk sense instead of barking?—P. I named what I thought about first, and then I told something about it. T. True. Suppose we call every name a noun, and every word which tells us what the noun does a verb, what is the word 'horse'?—P. A noun. T. And the word 'runs'?—P. A verb." And so on.

With reference to the child, the developing method implies on the part of the teacher respect for inner potentialities and for their unfoldment within. This involves encouragement and helpful guidance of self-activity, self-expression and self-realization. In motor life the movement of this self-unfoldment is from play through productive to creative activity, and, from another point of view, from mere mobility, through many-sided alertness, to purposeful directness. In intellectual life it passes from perception to reflection, from experience through thought to purposeful adjustment of means to end, or—as Froebel puts it—"from particular to general and from general to particular." Esthetic life begins in pleasure and rises through interest to aspiration, proceeds according to Gœthe's formula from interest in the useful, through appreciation of the true, to the love of the beautiful. Ethical life rests primarily upon impulse, is capricious, learns gradually to yield to necessity and ultimately attains obedience to principle, to the dictates of good-will. Throughout there rules a transition from self-establishment through many-sided self-expansion to the heights and depths of self-devotion.

For a comprehensive summary of these considerations we may turn to Froebel's significant maxim as our guide in child-development: "From life, through life, to life," i. e., from the life of experience, through the life of thought and feeling, to the life of achievement and conduct. Possibly, too, a closer analysis of the *Head—Heart—Hand* formula may throw additional light upon our problem. Such analysis, however, demands a change or extension in the formula. Sentient life begins not in thought as symbolized in the term head; it begins with sensuous activity of which the exploring hand, as the chief organ of touch and of the muscular sense, is a proper symbol. Sensuous impressions are held fast and assimilated in thought and, in the heart, stir attitude and purpose. The realization of such purpose demands appeals to the treasures of thought, of assimilated experience, that the hand, now the symbol of achieving activities, may find the way. Thus the three will appear in extended arrangement as

Hand—Head—Heart—Head—Hand,

fully coinciding with Froebel's lucid principle of life-development that bids us "make the external internal, the internal external and show the unity of both in life."

Such considerations of life-development should guide us at every point in the education of the young. This does not in any sense invalidate the principles that guide the teacher in developing subjects of instruction. Yet, these should never lead, but ever remain means to the end which lies in the development of the child.

When in doubt what to do—don't do it.

GENERAL SUGGESTONS FOR NOVEMBER PROGRAM

By JENN B. MERRILL, Pd D.
Former Supervisor of Public School Kindergartens, New York City: Special Lecturer on Educational Topics

SUGGESTIONS FOR A NOVEMBER PROGRAM.

JENNY B. MERRILL, PD. D.

We take it for granted now that many of our readers are making their own programs adapting them to their own environment, to the children's previous experiences and to their own, too.

This is a privilege that no true follower of Froebel should yield to another.

However, we love to exchange experiences, we love to compare notes with our fellow teachers. We are glad to take and to give hints—from year to year.

One of the more recent innovations is letting the *children help* too in making the program. How can this be done, do you ask?

Recently I visited a kindergarten where the children were asked what they would like to do *tomorrow*. The very question set them thinking, and the experience of looking ahead had a tendency to establish a good habit. The children's interest in *what they had been .doing*, naturally led them to suggest something connected with it, and so continuity of thought and work was secured. Naturally the wise kindergartner would ask such a question at a time when the children were *anxious* to go on with a certain kind of work.

Kindergartners often give Friday to the children depending upon the work of the week to incite them to good choices, and with a little skill on the kindergartner's part this usually works well.

In planning the work for November we have an unusually interesting *goal ahead* to work towards. Write "*Thanksgiving Day*" at the bottom of a sheet of paper and draw a series of steps to represent the weeks to reach it. The *objective point* will guide you in selecting songs, stories, games, pictures, conversations and occupations.

These you will keep in mind as the month advances yet some you selected may drop out and others come in as suggested by the children or the unexpected developments of a day.

Home and Nature interests are to be the dominant factors in every good program throughout the year. They seem to unite in November even more fully than in any other period of the year.

Nature comes first as in talking of the colder days, the sheep that gives us wool for our warmer clothing, the wood and coal for our fires. The flowers and birds have gone. We talk a little about them as we did in October. We walk out to see if any tree near by has *one leaf* still clinging. We may find the sparrows have not gone. We look for a cocoon if we have not one already.

Again we plan to visit our friend the grocer. We see how many vegetables and fruits are still in market. We paint and model a few that we did not have time for in October.

We decide to have *a barn* and store our clay vegetables as the farmer stores his, or we decide to *build stores* with our blocks and sell our clay fruits and vegetables as our grocer does. The children like to use the colored beads for fruits.

Now we have reached the middle of the month, and Thanksgiving seems pretty near. We want to have some "home" experiences, and what can be better or more interesting than a kitchen experience in simple cooking? Perhaps there is a kitchen in your school. The *older* girls cook; may not the children try a little?

Even in a kindergarten room, grape and cranberry jelly has been made many a time. Therefore take courage. Apple sauce, too, is an easy dish. In one kindergarten, the children *bought* the apples from the apple vender who passed by, carried them in, were taught it was proper to *wash* the apples first, and they did it too. Then an apple was *cut* so as to show the *pretty star* in the center. The seeds were removed and counted. A child suggested *planting* them and it was done. Such a happy time it was.

The children watched quietly while the kindergartner *pared* the apples and *quartered* them for the saucepan. A child *added* the water and others added the sugar and the spice. All went to the kitchen in the basement to *place* the sauce pan on the *fire*, thanking the cook who presided there. This kindergarten happened to be in a settlement house in a big city.

There have been kindergartners who enlisted a janitor's stove or a next door neighbor's stove when no other accommodation was possible.

Again "*Nature* and *Home*" suggest "*Making butter*" for this our November program. Churning needs no kitchen. If any kindergartner who reads this article has never had the pleasure of making butter herself, she will have a rare treat with the little ones. It is so easily done.

A little churn is an addition but not a necessity. *Simple shaking* in a bottle well closed will bring the butter. Pass the bottle of cream from child to child or to avoid accident let each child come in turn to the table, and if butter does not come, let each child have another turn at shaking.

One teacher thought all the cream would *all* turn into butter. She was wiser for her effort, but it is just as well to experiment once at home before trying with the children. I once found a kindergartner on the point of giving up just as butter was coming.

There are kindergartners who forget the salt; let children taste the fresh butter and note the difference. (Salt, too, is a gift of *Nature* but this is not the age at which to tell of salt mines. Leave that for a later grade, but a reference to taste is admissible in kindergarten. Froebel gives us games for all the senses.)

Have a pretty dish for the butter. Place it where it is cold that it may harden. Have a feast of crackers and butter.

Next morning after the *real experience talk it all over*, and let the children tell step by step what was done.

Have good pictures of the milk-maid and the churn at hand if possible, not forgetting pictures of a cow, and of the farm.

"Peter goes out fresh and early
Mows the grass so long and sweet,
Shining with the dew so pearly
Brings it for the cow to eat.
She will give us milk and butter
For the little children's supper.
Forth the maiden goes at even
Milks the cow with skillful hand
Brings the pail in fresh and foaming,
For the eager little band.
Think, my little children, said the mother,
Whence so many blessings fall.
Thank the farmer for his mowing
Thank the cow in meadow lowing.
Thank the maiden and the baker,
But the Lord, our Heavenly Maker.

We must thank for each and all."

Thus our churning brings us close to Thanksgiving Day. Note also how we have reached Home by means of these experiences with food.

Possibly you have been teaching the never to be forgotten song, "Over the River," the children are ready to play it all out in the kindergarten room for this song story makes one of the prettiest dramatic plays of the year. Let the children make it.

One corner is chosen for Grandfather's house. Grandma puts on paper spectacles and watches at the window for the merry load. Chairs and tables and children combine well for an automobile ride, if not a sleigh ride. Perhaps a train is formed for the journey. The song tells its own story, and any kindergartner can work it into dramatic form. Let the children help give suggestions.

Indeed it is much better to let them make simple suggestions, and add to them from day to day modifying and expanding the play as the month advances. The play should be started at least a week or ten days before the holiday, and should be played every day until Thanksgiving arrives.

I have known this play to develop further than the verse of the song. This is done by having the children play circle games for grandma. Then grandma or auntie tells them all a story before they go home.

The whole dramatic play would then be: 1. The ride to the farm. 2. Grandma's welcome. 3. The Thanksgiving dinner. 4. Playing circle games with grandma, uncles and aunts. 5. Grandma tells a story. 6. Going home. In some kindergartens the feast may prove to be a *real* one, the day before school closes, especially if it is probable that there will be no feast at home.

In some such case it is good occupation work for the week previous, to fringe *paper napkins*, cut circular plates, possibly decorate them with touches of paint and make decorations for the room in appropriate fall colors. Stringing popcorn and cranberries is popular.

Sometimes odds and ends of red paper are crushed and used for stringing instead of the real cranberry. Orange and brown should predominate.

The decorations of the room should, if possible, include much nature material suggesting the harvest—the grains and nuts as well as fruit, and vegetables should be massed together in a corner or window ledge in as efficient a manner as art can suggest.

These may be secured by asking different children to bring an apple, an orange, a potato, a banana, a pepper, a carrot or any thing mother can spare to send to a particular family where father has been sick and so could not work to earn money. Use those that are brought first for decorating, and then let the children help pack a basket ready to be delivered. If no family is known, select an inhabitant as near the school as convenient.

LIST OF QUESTIONS ON THE PROGRAM.

All through the month keep the points mentioned in September in mind as guides, namely, 1. Locomotion. 2. Nurturing. 3. Communicating or talking. 4. Constructing. 5. Experimenting.

1. *Locomotion.*. Have you planned sufficient active exercises and plays for this month? What are they?

2. *Nurturing.* Does caring for the needy suggested at Thanksgiving time come under this head? What else have you planned? Have the children fed any animals?

3. *Communicating or Talking.* Do you talk too much? Do the children talk enough and connectedly?

4. *Constructing.* What have the children made?

5. *Experimenting.* Was not butter-making an experiment?

HOW ONE NOVEMBER PROGRAM DEVELOPED THANKFULNESS.

HARRIET DITHRIDGE.

We started with the thought of how we were going to keep warm, in cold weather. Indoors we use fire, burning wood and coal. We talked about wood, where it comes from; what else it is used for besides fuel. For wood, and wooden things, we must thank the wood-man, carpenter, cabinet-maker and cooper.

We talked about coal, where it is obtained. For it, we thanked the miner and the coal man; and the janitor for keeping the fires going in the school. We can see the furnaces, and the coal and wood, every day when we go down to recess.

We keep warm outdoors, by wearing warm, woolen clothing. We talked about the sheep, how the wool

comes to us, and the changes it undergoes.

A little toy sheep, with real sheep's wool on its back came to be our playmate. For the woolen clothing we must thank the sheep, shepherd, farmer, spinner, weaver; Mother, who makes our clothes; and Grandma, who knits for us stockings and mittens.

Some of the older children were taken to the Williamsbridge Tapestry Mills, to see how cloth is woven.

We keep our feet warm by nice warm shoes. They are made of leather, which comes from the cow.

For our shoes we must thank the cow, the farmer who cares for the cow, and the shoemaker. We all went to visit the shoemaker, and saw how he makes the shoes.

Besides leather for our shoes, the cow gives us milk and cream. We made butter; and one day we went out to see the cow and her calf. We saw a churn, up at the house.

If we want to eat our butter, we must have bread to put it on. We made some bread from flour. The flour comes from the wheat, for which we must thank the farmer who planted it, the miller for grinding it, and the baker for baking the bread. Some of the children were taken to visit a grist mill in the neighborhood.

Flour will also make a cake; so we made one; telling where the eggs and sugar came from, and whom we have to thank for them.

Other good things to eat are fruits of all kinds, including cranberries and pumpkins; turkeys and ducks. We talked about all these things, leading up to Thanksgiving; going to church to thank God for all things, and then to Grandma's for dinner.

Note. Miss Harriet Dithridge is now principal of a kindergarten training class in Tokyo, Japan. The above outline was carried out by her in one of her first kindergartens in New York. We are pleased to publish a recent letter from her sent to the kindergartners of America, concerning the progress of her work in Japan.

J. B. M.

THE TOKYO KINDERGARTEN TRAINING SCHOOL.
101 Haramachi, Koishikwa.,
TOKYO, JAPAN.

June 3, 1914.

TO THE KINDERGARTEN TEACHERS OF AMERICA.

Dear Friends,

It has been our earnest purpose and desire for some time to write a letter, taking you into our confidence in regard to kindergarten work in Japan, and giving you the privilege of helping in this work, if you so desire. Thinking that the work among poor chlidren would appeal to you most; we have chosen for the subject of this letter the "Fukagawa Christian Kindergarten."

Will you come with us into the poorest, dirtiest, and most destitute district of Tokyo, that called Fukagawa? At present plague and typhus are raging there; but you do not need to be afraid, for you are going only in spirit. As we step from the trolley, and walk down a wide street, you say; "This does not look dirty or poor; these little shops are quite neat!" True, but let us step into these little side streets—or rather alleys. Muddy, isn't it? The sun seldom enters here, but the rain does; and, of course, there are no sidewalks. Notice the open drains at the side of the alley; see how they are stuffed up and the water (and other things) stands stagnant. What is that awful smell? That comes from—well, you know there are no sewers in Japan. We hurry past, only to come to the end of a blind alley, which is crossed by a wide drain, the water stagnant, and absolutely too foul for description; the refuse on the surface of the water is alive with maggots.

It is getting to be almost too much? Let us turn back down the alley, and notice the houses and the people. The houses stand wide open, so we can look right in. See this tiny, dirty room, only rough, refuse matting on the bare board floor (none of the soft, thick mats of the ordinary Japanese house.) If you lift the coarse matting, you will find cracks as wide as your hand between the boards. What is this tiny place? Why, that is the kitchen; not as big as the top of your kitchen table, is it? Here is an empty house; it is unlocked, and it is quite proper for us to push aside the wooden shutter and go in. What! you don't care to go in? Well, I don't blame you; it is dirty! But this little room can't be all; where is the rest of the house? Yes, this is all the house; and a family of seven may rent this place.

But time is flying; so let us hurry on to the kindergarten. Notice the children we are passing. What are those boys doing? They are playing a gambling game. Yes, they ought to be in school; but there are no truant officers in Japan. See that little girl, staggering under the weight of that big heavy baby on her back. And here are some little girls bowing to us; they must be members of our Sunday School.

Follow me down this alley; we have to go single file it is so narrow. Here is our Kindergarten; slip off your shoes and come in. Hear the children, "Kocho Sensei ga kita; Kocho Sensei ga kita." (The principal has come; the principal has come.) See them squat on the floor and bow. That's right, drop to your knees, and bow to them. You did very well. My! what a lot of children! This is Makino San, the teacher of this kindergarten; the two assistants are students in our training school. Let us watch Makino San's first gift lesson; she is playing with the babies, 19 of them, all babies, and all new this spring. See, she hasn't enough balls to go around; but she keeps every child busy *all* the time. There; can you beat that lesson in America? Yes, she is a graduate of our Training School, class of 1913. See what a sweet face she has; this kindergarten has done as much for her as for the children.

Look over the house, what do you think of it? See the two tiny yards, one is even big enough for a little sand-box; and a spindling three. This place is two houses thrown into one, and we hunted through these vile streets two months, before we found it; and we

pay eight dollars and a half month rent for it. But, you say, it is too small and dark; you ought to have a bigger place for these children.

Then *you* will help us to get a bigger place. You *will* help us to realize our dreams for the children of this neighborhood. Think of a big, kindergarten room, all sunshine and light; and a big, big play-ground with plenty of swings, and seesaws. Think of Mothers' Meetings (we have already started them); in which the mothers can learn the proper care of their homes and children, as well as the worship of the true God. Think of a free bath, and a day nursery, and a dispensary, a visiting nurse and doctor (the younger brother of two of our kindergarten children died of pneumonia last winter, without any medical aid)—think of all this, and more, Sunday Schools and religious instruction, too; and tell me, will you put your hand down into your pocket—will you lessen your bank account and help us to get a building with plenty of land around it? We want at least $12,000; and we are asking *you* for it. If you will help, send the money directly to us by postal money order; and you will be kept informed of the progress of the work.

Some of you who read this know us; some of you don't; but whether you do or not, you know now that the poor children of Tokyo need help. *Will you help?*

Signed:
Harriet Dithridge.
Amy R. Crosby.
Kirk Ishihara.

BLACKBOARD HINTS.

Continued from October.

In October we drew trees with autumn foliage, changing colors as the month advanced.

As November comes in, we watch out of our window and pay particular attention to the huge trunks of trees that pass by in loaded wagons.

We make more pictures of trees and soon have a forest.

We find the part of the tree that is called the trunk.

We do not cut down our trees at first even in the picture.

To surprise the children, we draw, after they had left, a few squirrels, here and there in the trees. A bear prowling around looking for his winter quarters. How delighted the children were next morning when they spied them in our forest

What were the squirrels doing? Storing nuts away for winter? What trees had nuts for them?

Later a few evergreen trees were added in anticipation of December and Christmas.

With our forest for a setting we told the good old fairy tales that are set in the forest, Red-Riding Hood, Ludwig and Marleen, The Hut in the Forest, Hop 'o My Thumb and others.

The first snowstorm reached our forest, and the surprise on the children's faces when they first saw the snow on our picture, was delightful.

Just before Thanksgiving, came a merry sleighful of children through the woods on the way to grand mother's house.

When the children returned after Thanksgiving, they found many more fine trees for the December story. Evergreen trees predominated more in our blackboard picture, though the change was gradual.

The "Discontented Fir Tree" was there, the one that wanted to change its leaves.

Soon the woodman appeared with axe over his shoulder. What was going to happen? Several Christmas trees are chosen by the children to be cut down.

They are tied together and piled on the woodman's wagon. He carries them to the train which we build with our large blocks on the floor near the blackboard.

Then we began to watch for the real wagons loaded with evergreens as they, too, pass our window. Now it was easy to follow the story of our Christmas tree and its coming to us from the forest.

S. Q.

WAR AND PEACE.

Today a world's at war. Across the fair fields of France is heard the march of men. They come from peasant homes on the steppes of far off Russia; from the unhappy Danube where children play and women weep; from a million German firesides; from proud Belgium, brave and bleeding; from England with laws and language parent to our own; from France where still is seen the blot left by an earlier war. The Rhine sweeps on past camps and forts; there rises upward through the smoke of battle the cries and groans of men; the sun shines down upon the unmarked graves of thousands whose lives have gone out in a quarrel not of their making and in a cause they do not understand.

Through the centuries, on the way from savagery to civilization, men have warred for conquest, for religion, for glory. But today an unjust war has smitten a happy, contented, prosperous people. The weak are made to suffer for the strong and future generations shall bear the heavy burdens imposed by the arrogant, the powerful and the perverse.

This war shall cease. Europe will emerge broken and bruised. Monarchs shall be brought low and there shall be proclaimed the brotherhood of man. But today a world's at war.—*Arthur Henry Chamberlain.*

The Pestalozzi Froebel Kindergarten Training School of Chicago opened its 18th year with the largest attendance in the history of the school. Through the generosity of a friend of the school it is now located in the new building on the Lake Front at 616-622 So. Michigan Boulevard. The class rooms command a beautiful view of Lake Michigan and have been specially fitted up for the work of a Kindergarten Training School. One of the new features of the year is the enlargement of the Playground Course into a Playground Workers Department that will grant a special Playground diploma.

The borrower is servant to the lender.—Bible.

THE CHILD'S EXPRESSION OF ANIMAL LIFE IN THE KINDERGARTEN

By Dr. Jenny B. Merrill,

(Second Paper.)

In my previous article upon the value of living animals in the kindergarten, I dwelt especially upon impressions received by our little ones in the care of pets, in listening to stories about them and in looking at picture-books illustrative of the habits of animals principally of domestic animals and birds.

In this article it is my purpose to write of the means which are employed in the kindergarten in leading the children to *express* their impressions of animal life.

Our readers may recall that I stated a marked improvement has been noted in oral expression in games, as well as in drawing, brush-work and free-cutting in kindergartens, when the children have really lived with bunny or kitty or any other pet. The child's keen interest in the little living creature results in a clearer mental image of its form and movements. Dr. Lukens has made it plain that the young child draws from the image in the mind and not consciously from an object. Hence in the results secured in handiwork, we test the image which has been impressed through observation. When kindergartners fully realize this, they will understand better how useless it is to expect good results when a child is asked to reproduce unfamiliar scenes and objects.

It is true, however, that the mental image is often cleared by the very attempt to express one's self either orally or by means of any form of manual expression.

Before proceeding to consider the child's representation of animal life in the kindergarten, let me briefly recapitulate the means we have employed to secure good *impressions* and *clear mental images.*

First and most important is the actual presence of the living animal in the kindergarten room for several days or weeks if convenient,—second, interest in some animal at home or in the street or park,—third, toy animals used in play or in scenes upon the sand table,—fourth, well-chosen pictures of animals at play with children or at feeding time in a natural environment,—fifth, plaster casts and pictures used in decoration,—sixth, well told stories of animals, finger-plays and Mother Goose rhymes in telling which the kindergartner imitates both sounds and movements of animals as naturally as possible.

It is not, of course, intended to use all of these means necessarily before any attempt at expression is made by the children, but it is desirable for the kindergartner to have in mind the various possibilities through which good impressions are to be secured, in order that she may employ any one or all as occasion arises.

MEANS OF EXPRESSION.

The simplest means of expression of animal life for the child is to play *he himself is the animal* by imitating the sound it makes, or by making one or more of its characteristic movements.

This simple, natural expression of the child should precede any formal game or even any song about the animal. It should, indeed, be used as the basis of the game or song. In this way the kindergartner should gradually *develop* a game. By so doing the child's own expression is secured in play.

For example, during the first few days or weeks after hearing a story of kitty, the children may mew and run softly as kitty does; they may play horse and driver as the simplest expression of their knowledge of a horse; later they may lead the horse to an imaginary barn or stable and feed him with oats.

A little later, when the stories and pictures, if not real experiences, have enlarged the child's notions of the life of the horse, the kindergarten room may be a field and the pony may run freely, all the child's ingenuity being aroused to catch him before he can be harnessed. After playing thus freely until many of the children have entered into this spontaneous expression of the horse's life, a well organized pony game with music and song may be taught. Or the game comparing pussy's and pony's feet may be taught.

Children love contrasts, and Froebel, knowing this, introduces comparisons of hard and soft in the first and second gifts. In a similar manner the children always respond with great interest in imitating pussy's cushioned feet and pony's hard and clattering hoofs.

"We are little pussies,
Running round and round;
We have cushions on our feet
And never make a sound."

"We are little ponies,
Running round and round;
We have hoofs upon our feet
And stamp upon the ground."

All animal games should thus unfold gradually, beginning with the child's spontaneous expression of sound or movement, and should not be forced upon him by direct imitation of the set form of a game which the kindergartner has learned from a book or in a training class. The kindergartner will, however, be greatly helped by knowing the fully developed game, and with this knowledge, she may by suggestion lead the children to a more complete expression than they would reach themselves.

It is quite noticeable that children play games more naturally and with keener interest when they do not sing, but concentrate their attention upon the dramatic representation. Hence it is becoming more and more popular in the kindergarten to sing the words after the play is over, or at times to sing while standing still, and then play as the words have suggested.

Little Boy Blue lends itself well to the latter plan. After reciting or singing this familiar Mother Goose rhyme, the kindergartner asks "Who wants to be Little Boy Blue? Where are his sheep? His cows? What noise do I hear his sheep making? His cows?

I wonder if we will soon hear his horn? Who will wake him? or in preparing to play "Little Miss Muffet," the kindergartner asks "Who wants to be Miss Muffet? Where will you sit? Who will be the spider?" The child's love of fun and make believe finds full satisfaction in this way, and, in turn, the bodily expression of the animal life puts lively expression into the tones used in repeating the rhymes.

After the children have become acquainted with the names and sounds of all the domestic animals, their joy is great in making a veritable farm-yard with mooing cows, and sheep that baa, ducks that quack, turkeys that gobble, and crowing roosters. The pretty pigeons in the sun with their gentle coo, coo, help to restore quiet after all the noise. There are no greater favorites among animal games than the games of the squirrels and the chickadees.

EXPRESSION IN HANDWORK.

The five occuptions which may be used in securing expression of animal life are coloring, modeling in clay, free illustrative drawing, and free cutting.

1. *Coloring.* Children love color and love to fill in an outline if it is large and not too restricting to the sweep of the crayon or brush. Some of our kindergartners secure the best patterns of animals for this purpose by tracing the forms of animals in the picture books with which the children are familiar. These the kindergartner cuts out, preparing one for each child. The children recognize their old animal friends, but miss their pretty coats of colored feathers, or fur. At the kindergartner's suggestion, they gladly proceed to color the animals, matching the colors in the book if possible.

If any of the older children become sufficiently skillful, they may be trusted to do the cutting out themselves either before or after coloring the animal. It will be found easier for the little ones to color the animals after they are cut out, for they do not have to work so hard to keep within a drawn line. Sets of animals for coloring may be secured, but they are usually rather small for the wee tots who cannot control the finer muscles well enough to keep within small spaces. (Place the cut out animal on a sheet of paper so that the coloring will not soil the table.)

We find it an advantage to have the children connect the animal they color, with some picture they have seen. This gives more life to the work.

After coloring, an animal may be mounted upon an appropriate background made by the children to resemble the picture in the book.

The animal form having been supplied in this case, the result does not represent as much self-expression as the later work in free cutting and drawing. It answers a good purpose, however, early in the term, and resembles the color work recommended by Dr. Montessori. It serves as an aid in impressing the forms of animals as well as expressing the coloring.

It is an inexpensive occupation. Either colored crayons or paints may be used. The following list of animals used in summer work may prove suggestive to other teachers: (1) A horse, mounted on paper washed green to represent grass, the horse standing on lower half; (2) After mounting the horse lines may be drawn to represent a fence. (3) Similar, adding a colt. (4) A duck, goose, or swan mounted on paper, with blue wash below, to represent water. (5) A squirrel, mounted on paper washed brown to represent the ground; cut out a tree from a green wash, and mount near the squirrel, or paint a tree. Other arrangements will suggest themselves.

Let the children look at an animal picture book to help them suggest.

This occupation will serve to impress the form and coloring of animals in a more active way than by merely looking at pictures, and a little skill in handling tools and materials will be developed. Such work must not be continued very long, because our aim is to secure a *free expression* on the part of the child. Hence the kindergartner should introduce free drawing and free cutting of animals as soon as possible.

(2) The free drawing should follow a story of some sort, the children being asked to draw something they remember in the story, or, a more specific direction may be given, as, "Now make a picture of bunny eating his carrots," or, "Draw the three bears walking out in the woods," or, "Draw a horse and wagon with a little dog following it." The children will attempt anything, and the sympathetic teacher can see wonderful stories in very crooked lines. The children naturally prefer to draw people and animals, not squares and angles. The crudest form should be praised, and the children encouraged to talk about their own drawings, for the wisest kindergartner will never guess all that they may mean to a child.

Mother Goose rhymes are full of active animals and make excellent stories for the children to draw—such lively cows as I have seen jumping over the moon! and very remarkable spiders frightening "Little Miss Muffet!"

Here are a few specimens!

(3) In developing the occupation of free cutting we have reached success by allowing the children first to cut out their own free drawings. Many kindergartners report this to be a favorite occupation, that is the child draws and then cuts out. This is also in the interest of economical use of paper. There is no especial value in trying to cut easy forms at first, for it is the animal that the child knows best and loves best that will inspire good results. But even if the results are not good, the effort to produce is full of importance. The cow sometimes has one leg, and sometimes six, but if the teacher says, "See how I cut one," the children will soon improve.

The child seems to be able to imitate the motion of the teacher. He gets an idea of *how to begin.* Here, as always, the teacher should be able to set the model. It is well to talk as you cut, as, "I think I will begin at the tail—now I am cutting the back of the horse, now I am going up to his ear, now around to his mouth, etc.

The children need, however, to learn to cut by cutting, no amount of talking will take the place of practice. Let the child experiment freely. Often the

children are encouraged by seeing resemblances in little scraps they have cut unexpectedly. This is a great means of inducing them to experiment further. Snipping to get control of the tool usually is necessary at first..

(4) Best of all the occupations for freedom in expression is the modeling in clay. Children need not, should not, be kept modeling balls and marbles and cubes and modifications of these. They love to model animals and are not afraid to attempt to do so. If no one suggests difficulty they find none. We have secured the best results in squirrels and rabbits, in which the children are so deeply interested. They have also made the three bears, trying to show the different sizes. Pussy, mousie, birdie are all hopeful possibilities. The caterpillar, the cocoon, and even the butterfly are frequently modeled, and snakes and fishes are not despised. Occasionally we use color on the clay, more often on fruits and vegetables than on animals. In the absence of toy animals, those made of clay are used in scenes on the sand table.

(5) At Thanksgiving time kindergartners often show a number of animals made from vegetables. Mothers are interested in this suggestion, as it can be best carried out in the home. A turtle is made of a raisin with cloves for feet, the stem answering for the tail. Apple seeds and thread make dainty little mice. Chickens and turkeys are made with corks, cranberries, and small sticks with a feather for a tail; a pig from a lemon.

In all these methods of expression the teachers as well as the children should constantly be suggesting new possibilities. Much must be learned by imitation of the teacher. A good model is most desirable, but the teacher should never forget the distinction between "mechanical copying and the gradual imitation of methods of handling tools and materials." Of this distinction Dr. John Dewey says: "The child may learn much from the incidental and mainly unconscious imitation of the methods used by others. There is all the difference in the world educationally between that unconscious assimilation of the mode of handling used by another better trained person and the mechanical and set copying of that persons work. One imitates the process, and tends to set free the child's powers; the other imitates the product, and tends toward slavishness."



This is the Limited Express,
It is the fastest train I guess,
It goes at seventy miles an hour,
The engine has tremendous power.

F. G. SANDERS,
Toronto.

TOY MAKING FOR THE KINDERGARTEN.

By John Y. Dunlop, Glasgow, Scotland.

Match boxes can be put into use in the making of toys which can be often used in connecting the handiwork lesson with something else taught.

For example the class may make the furniture for a doll's house which would include paper work and needlework, and a set of furniture would be most essential.

A very unique set of doll's furniture can be made from the match box.

BOX.

Take one match box; the outer case is cut along the one edge to make the lid.

The inner and outer parts are then stuck together, four short bonnet pins make the legs.

STOOL.

One match box is required for this model.

The inside case of the match box is inverted.

The outer case is cut across the middle into two equal parts.

Gum the portions of the outer case inside the inverted part.

SMALL CHAIR.

To make the chair three boxes are required.

Two of these are gummed together on the narrow edge while the box which makes the seat is fixed on the lower edge so that the lower part of the back forms an even surface underneath.

GRANDMOTHER'S ARM-CHAIR.

Five boxes required. Two boxes are stuck together to form the back.

One box fitted on to the lower end for the seat

One box stuck on each side form the arms

Four laundry pins form the legs.

SUGGESTED CONVERSATION.

Why do we call it an arm chair.

A little girl is invited to sit in an imaginary arm chair.

Another little girl represents grandmother.

Grandmother comes into the room. What a thoughtful little girl to jump out of grandmother's chair.

What does grandmother say.

Teacher recites the first two verses of the quaint poem, "The Old Armchair."

When around again came Autumn,
A plenteous harvest saw the band,
And a joyful feast they made there
In that free but foreign land.

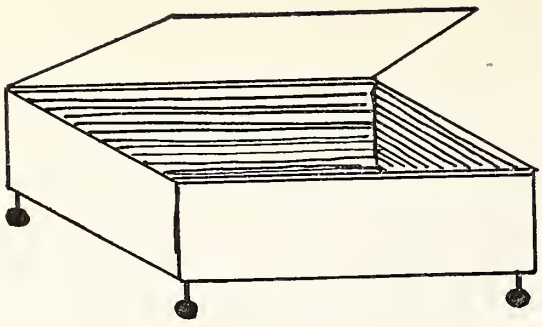
Ever since, with joyful feasting,
Thankful hearts for all God's giving,
In remembrance of the Pilgrims,
We have kept the glad Thanksgiving.

—M. L. PESCOD.

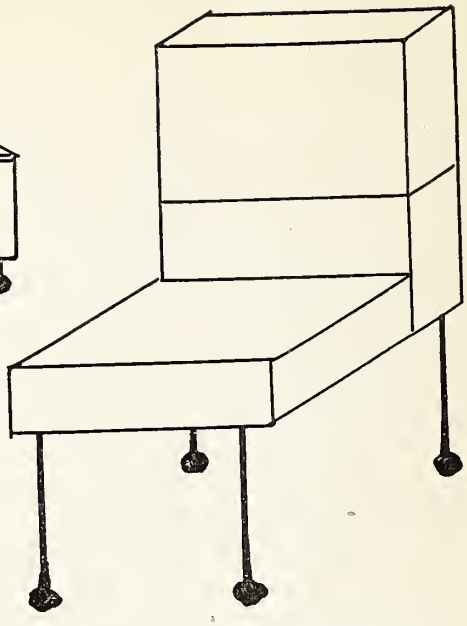
Borrowing is the mother of trouble.—Hebrew.

Be thankful for many things you didn't get.

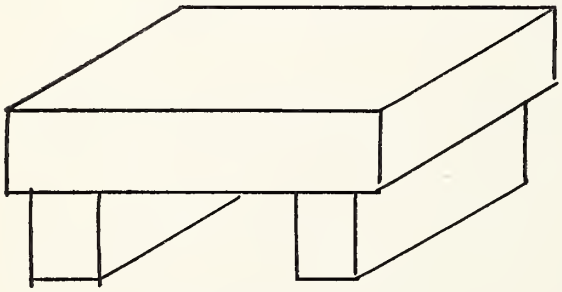
Business neglected is business lost.



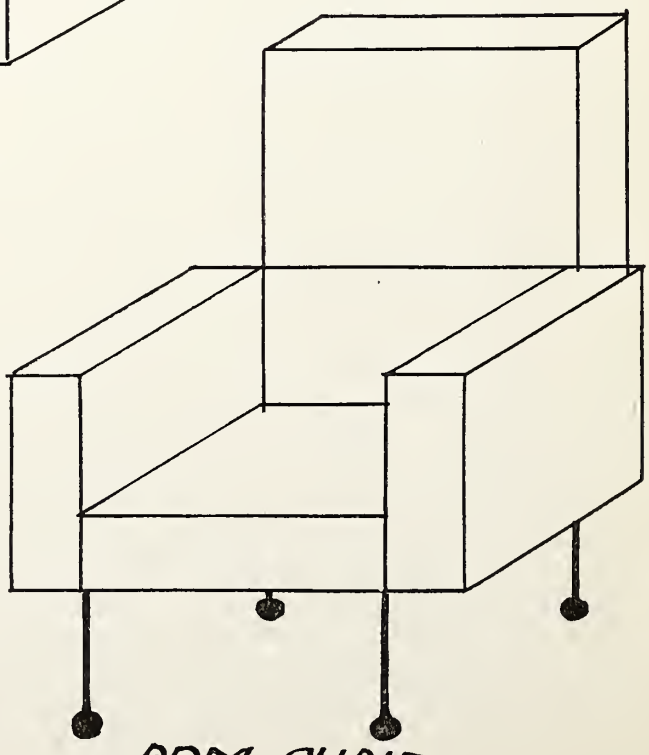
BOX



SMALL CHAIR



STOOL



ARM CHAIR

PATTERNS FOR DOLL'S HOUSE. By JOHN Y. DUNLOP



THE COMMITTEE OF THE WHOLE

CONDUCTED BY BERTHA JOHNSTON

THIS COMMITTEE OF THE WHOLE, of which all Subscribers to the Kindergarten-Primary Magazine are members, will consider those various problems which meet the practicing Kindergartner—problems relating to the School-room proper, Ventilation, Heating, and the like; the Aesthetics of School-room Decoration; Problems of the Physical Welfare of the Child, including the Normal, the Defective, and the Precocious; questions suggested by the use of Kindergarten Material, the Gifts, Occupations, Games, Toys, Pets; Mothers-meetings; School Government; Child Psychology; the relation of Home to School and the Kindergarten to the Grades; and problems regarding the Moral Development of the Child and their relation to Froebel's Philosophy and Methods. All questions will be welcomed and also any suggestions of ways in which Kindergartners have successfully met the problems incidental to kindergarten and primary practice. All replies to queries will be made through this department, and not by correspondence.

Address all inquiries to

MISS BERTHA JOHNSTON, EDITOR,
389 CLINTON ST., BROOKLYN, N. Y.

Chairman of the Committee of the Whole:

A comparatively recent addition to the sum of scientific knowledge should be of interest to the training teacher and the student when taking up the subject of color. It has been discovered that many fishes, more pronouncedly those of tropical latitudes, are capable of instantaneous changes of color, 28 tropical species having been observed in captivity to make anywhere from three to seven alterations. These can be seen by a visit to the New York Aquarium, the tanks containing fish subject to such rapid changes of costume, being labelled to that effect. The color cells of the inner skin appear to be under the control of the fish, and seem to be used for this purpose only by fish that can see. Blind fish do not change according to environment since unconscious of color, and it is the effort to adapt themselves to changes in the environment that induce the modification in the fish. If frightened, or excited, or if in distress, the changes occur instantly in many cases; more slowly in others. In the case of fish that are not so brilliantly colored but are distinguished by marks or blotches, an instant change may be noted in these markings, stripes or spots, appearing or disappearing as the case may be. In the natural state, the light or dark-colored bed of a stream, the yellow or green tone of seaweed, and the like, induce the change. Among northern sea fish that change their pattern are the sea-bass, tautog, porgy and puffer. It can readily be seen that this capacity for change implies ability for successful concealment either as a means of escape from a foe, or for approach upon their prey. An article describing these "Chameleons of the Sea" was published in 1910 in the *Century Magazine*, written by C. H. Haskins. It can be obtained at the Aquarium in pamphlet form for 15 cents.

While of interest and value for the teacher and older children we would not make much use of it in kindergarten. It is well to reserve some of Nature's wonders for a plane of development when they can be better appreciated than at the kindergarten age.

To the Chairman of the Committee of the Whole:

Why not have the children in the country schools save a few ears of corn, and at Thanksgiving time shell them, and make their own festoons by soaking and stringing? Exercises in color discrimination can be had by letting the children select and make short strings of kernels of same hue. Some kernels are darker than others in tone and some are actually different in colors, as the black Mexican variety. Group work could result in a portiere, several children combining their strings of different length. A rose-haw or cranberry could be inserted between the tenth and eleventh, to make variety.

Cornhusks are extremely decorative, and are beautifully appropriate for the schoolroom, at this season. Remove husk from the ear, so that they still hold together, and arrange singly or in clusters, as fancy dictates.

S. T.

To the Editor of the Committee of the Whole:

In a recent daily we read that Eleanor Gilbert suggests that "Experience in business should stand for more than 'so many years' work' ". What do our teachers think of such a plan for judging capacity? It is certainly true that two teachers may begin their life-work at the same time and in the same school, and when the year is completed one will be very much more valuable to the State than the other, just because she has seized every opportunity to enlarge her experience and hence her capacity, while the other has stood still. The question is, as Miss Gilbert puts it, "How much do you remember and apply so that the same mistake is never repeated?" We would also ask, how much are you able to profit by the mistakes and successes of others? A new school year begins. The children will profit much, of course, under your instruction. How much will you yourself have profited at the end of the year? That is the question I ask myself as the new term commences.

H. M. B.

The Editor would add to the above statement and query, the remark that one object of THE KINDERGARTEN-PRIMARY MAGAZINE'S existence is to supply vicariously, to pool, as it were, the experiences of many, that the many others may benefit thereby.

To the Editor of the Committee of the Whole:

I think an interesting exercise would be to have some child recite the part of "Hiawatha's Fasting" which relates to his wrestling with Mondamin, and while so reciting, let him hold a choice stalk of corn, with its leaves and an ear or so, and the tassel, still

intact. Possibly it would be necessary to arrange some weeks before, to have the stalk saved, but this would be an excellent lesson for the children in forethought. A. T. L.

To the Editor of the Committee of the Whole:

I would suggest that at Mother's Meetings there should be discussion as to the seating of children at moving-picture shows. The films move so smoothly now, that if seated at the proper distances, the eyes need not seriously suffer, but when children seat themselves as close to the screen as the seats admit, one can readily understand that the focus of the eyes may be sevcrely srained. Should not the parents protest against placing seats so near that injury results?

J. M.

Any one who attends the Motion Picture shows cannot fail to obscrve the large attendance of children and that some seats are placed too near the screen. It would seem that when grown to adulthood, the eyes would prove very defective, and thus handicap a life career. It is a matter well worth consideration at a parents' meeting, and after discussion a formal protest might well be addressed to the local Board of Health requesting that the seat be placed at the correct distance for right vision.

At the beginning of the season the teacher should make sure that the children are seated at such distance from the blackboard and platform that those with defective sight or hearing mav see and hear to best possible advantage, and thus not be mistakenly blamed for apparent stupidity or inattention.

(Editor.)

To the Editor of the Committee of the Whole:

I am so distressed when I visit the Parks at the disgraceful way in which people scatter newspapers around or leave their lunchbox wrappings disfiguring long stretches of otherwise beautiful lawn, that I think a really patriotic service will be done, if every teacher determines to impress upon her pupils the wrong of littering up (often within a few feet of a waste paper receptacle) the property that belongs to the community. I would suggest that tiny parks be laid out in sandbox, or even a green paper for grass can be stretched upon a desk; then make paths and place tiny trees, and then ask if the makers think it an improvement to scatter paper around? Make tiny paper receptacles and let tiny dolls eat their lunch and then carefully pick up the papers and place them in the little box or tin provided. This would react also, in a desire for better kept streets.

To the Editor of the Committee of the Whole:

What part does fear play in the desire of the nations to be armed against each other? If fear of Nature's harmless creature's could be eliminated would this aid in the movement for the disarmament of the nations? This question arose in my mind when I read that extremely interesting article by H. D. Bailey, "Children and Bugaboos", in the Independent for August 10. After numerous tests Prof. Bailey arrives at the conclusion that little children have no innate antipathy "for creatures such as call forth dread in adult man." Several delightful pictures from photographs show a child less than four years old, handling with cool curiosity a hissing viper; another exhibits his interest in the viper "playing dead." Others show him stroking a toad and studying a caterpillar. We recommend this article to the consideration of every mother and teacher.

THANKSGIVING DAY.

By Dr. Mary E. Law, Toledo.

Like our national holiday the Fourth of July, Thanksgiving Day is essentially of American origin and unique in its manner of celebration. Not that feasts and fasts were uncommon in those days, but the wild turkey, the Indian corn, the potatoes and tobacco which graced the feast were novelties to the beef-eating Pilgrims. The story of the first Thanksgiving is of rare interest to the child. The teacher should prepare herself by reading a good history of the United States or of the early settlers and settlements.

The story of the Mayflower is of thrilling interest to children of all ages. As soon as a foundation has been laid by the story, the children should begin the work of making the first settlement, rude log houses out of the sticks and furniture with the gifts and occupations. Songs and games should be sung and played relating to the day. The carpenter, blacksmith, baker and other primitive occupations.

A sand table should again form the center of the picture. The coast of Holland should be made with its dikes, windmills and tulip beds. On the opposite side the coast of Mass. with Plymouth rocks in the foreground. Of course Mary Chilton who was first to spring upon the rocks is the chief figure and later Priscilla, who cooked the Thanksgiving dinner. Miles Standish and Squanto the good Indian who brought the popcorn, must not be forgotten, nor must we forget little Oceana White who was born on the Mayflower coming over.

It is well to have the children dramatize the little play especially the leading characters. A feast should be prepared by the children, corn popped and a fowl roasted if an open fire place is available. Nor must we forget the little children all about us who may have no fine dinner on that day unless the Kindergarten children provided it for them. Each child should bring something and a basket prepared for some particular family. Sometimes it is a delight to the children to hollow out a large pumpkin and fill it with goodies, for it makes a vivid and lasting impression upon the children, both the givers and recipients. Children should be taught the spiritual meaning of Thanksgiving Day.

Choose an author as you choose a friend.—Earl of Roscommon.

The empty vessel makes the greatest sound.—Shakespeare.



THE SHEEPFOLD—C. F. PIERCE

STUDY OF A PICTURE. III.

By Mary E. Cotting.

Ask as the picture is placed—What do you see here? Why where are the sheep Why are they in the shed, or sheep-fold? No, it isn't night—do you think the door would be left open at night? It is cold weather and they kept all summer? Who took care of them? Will the shepherd and his dog still care for them? Can you see those racks along the wall? Find out what is in them. Do the sheep have nothing but hay to eat? (Meal, corn and salt). Where is their drinking-trough? Funny one?

It looks as if it had been made from what? Maybe some of the boys at the farm made it—they love the sheep. What animals are those with the horns? They are the rams. They're the "lambs' fathers." See where the lambs are—can you? What are the fowls doing? Do they stay here all night? Maybe, they like to be where these animals are, and they will not disturb them. Sheep, you know, are timid, and would be frightened if they were put with large, noisy, animals. These sheep seem to be happy and contented, don't they? Why, there is a window! What is it for? Of course, for sheep and even fowls need to have air and light just as much as we do. Has someone forgotten to shut the door? No, that is left open on pleasant days because the sheep must go in and out the sheep-pen just outside. They must have exercise during the winter. On very fine days they are all driven out, the door is closed and the dog set on guard for nearly all day. When it grows colder in the afternoon they are put in the fold again. Why does their owner take such good care of his flock? Would Paul have had his new, warm coat if there were no sheep? Now you can guess why the sheep are well treated. Have any of you ever seen any sheep? Where? Be sure, the next time you go to the park to visit them. Try to find out what they eat; watch them as they eat; notice their lips and teeth; also look carefully at their feet. If you are allowed to do so touch their wool and find out all you can about that on the back, sides and under part of of the body.

It is not necessary to give one exhaustive lesson on this picture of Mr. C. F. Pierce, who is one of the foremost painters of animal pictures of this character in America. Several lessons may be developed augmenting those given upon preparation for winter. Stories and games depicting the life and character of sheep may be taught.

THE LITTLE GIRL (BOY) AT OUR HOUSE.

Thumb—"This is the little girl (boy) at our house.
Pointer—"This is the mother who made the warm dress (coat) for the little girl (boy) at our house.
Long-man—This is the weaver who wove the cloth from which the mother made the warm dress (coat) for the little girl (boy) at our house.
Ring-finger—"This is the spinner who spun the thread from which the weaver wove the cloth, etc.
Little-man—"This is the sheep that gave its wool from which the spinner spun the thread from which the weaver, etc."

Direction For Playing—

Hold left forearm upright. Close hand. Raise thumb which touch with tip of index finger of right hand. As the story progresses raise each finger which touch with index finger. Touch each finger every time the person or animal it represents is named. When the game is finished the hand is upheld open, and fingers and thumb are outspread.

MOTHER PLAY

Translated from the German by Bertha Johnston

ALL GONE

(See Page 68.)

(Motto For The Mother)

How may the Baby's soul and brain
The enigma of All Gone explain?
Sense and meaning therein must be
Else not so attracted he.
Oh, puzzle strange to baby mind;
What but now he saw,
Is here no more;
And what was above, below he'll find;
That which was here
Doth disappear:
Where can it be?
Oh, mystery;
See thus beholding one in two *
Attracts and contents our Little Boy Blue.

(Song For The Child)

All gone, my child, all gone;
The supper is all gone.
Where, O Baby, show to me—
What, inside the mouth so wee!
Yes, then tongue the morsel guides
Till down Baby's throat it slides
Down it slips; is churned and churned,
Then to bones and blood is turned.
Making Baby plump and sweet
Almost good enough to eat!
When his dimpled cheeks and eyes
Laugh to see our great surprise.

The movement of the hand turning from almost horizontal to almost vertical is universally known as a gesture of negation or one which signifies that of a certain thing nothing more remains or that a certain person is no longer present.

This little play, it is true, exercises the child's wrist in only one direction, and this direction, together with the accompanying illustration and reflections is the complete opposite of the one preceding. (The Weather Vane). In that one there was a widely-diffused Presence: here, is a lack. As there was something that endured, so here, there is a general end of things. As there was there a lively suggestion of the present, here, there is a general reminder of a "had been", the Past; throughout, the pointing to something earlier, or something gone before, in contrast with Now. Everywhere is the suggestion of something that was there, but now is gone: the supper is gone—the plate is empty—the candle extinguished—no salt is left.

Even the dog, Watch, who accompanied the father to and from the field, has eaten his meal. He appears to be hungry yet, but—all's gone. The boy is thirsty: "please sister, give me some water." "It's all gone," she says, holding the glass upside down before him, to convince him, to convince herself. This unexpected and unwelcome news has drawn his attention from the bread and butter lying behind him; the cunning cat seems to have noticed this, she creeps slowly towards it, and snatches the bread away to eat it. When the boy turns at last to get it, it will be "all gone."

I am sorry, indeed, for the little girl there; she meant so well, intending to feed her bird, but she carelessly left the tiny door open as she looked down on the empty glass of her sister. "Where is your canary, my child?" "Oh dear! it is gone! It flew away." "Come with me, little sister," says her brother, consolingly. "Outside, in an old tree, I know where there is a nest with a lot of little birds. I will fetch it to you: in place of just one, you will then have many. Come, only come!" See! there they stand, so lost in expectation that the still hungry dog, following the children, eats the bread from the boy's hand, un-noticed so that when he turns round again hence we hear it is "all gone!"

The brother is already up the tree. "But what do I find? there is nothing here: the birds have flown." "But one of the nestlings shall be mine," said the other brother. "See, I have caught it and hidden it here beneath my hat. How glad sister will be, bye and bye, when I give it to her. Just as glad as I am at sight of you, you beautiful raspberries, that I find here! How good you will taste! Just be patient awhile, in your darkness, little bird!" But now the wandering wind comes stealing long, turns the hat over, sets the bird free, and when the boy returns "Alas, the bird is gone."

"Mother, I don't want to look at the picture any more: everything in it disappears and no one keeps what he has or wants." "Ah, my child, if we would keep anything we must be as careful and watchful as possible and never let oneself be misled by covetousness. If we wish to possess something in the future we must exercise foresight in season. In the expectancy, unfulfilled, of quenching his thirst, the boy forgot his bread: through carelessness the canary escaped from the little girl: the boy had no right to take the birds from the nest and cage it: it gained its freedom through its strength and courage: the dog ate the bread from the hand of the boy who had given himself up to expectancy: and, unable to resist the tempting raspberries, the boy lost the pleasure which he thought to give his sister.

"Mother, let me look again at the fluttering, escaping bird!'

*Literally, "one is in both (or two). Therefore is the child contented.

SUPPLEMENTARY REMARKS

ALL GONE*

All gone!
All the blossoms fair of Spring—
Bloom of apple, peach and pear,
Which to gladden Mother Earth
Sent sweet fragrance through the air.

All gone!
All the dandelions bright
Fearless 'mid green spears of grass,
Beckoning with their golden crowns
Every little lad and lass.

*We give these verses as supplementary to the first literal translation. The teacher may find them useful in her autumn lesson.

All gone!

But the lost may soon be found
Though in quite another guise;
Changed by Nature's magic wand
But discerned by seeing eyes.

Blossoms turned to luscious fruit,
Grassy blades to fragrant hay!
Dandelion's flowers wee,
Changed to airships, flew away.

All the precious hours of Spring
Passed away to ne'er return
But their seeds rich fruit may bear
If their lessons we can learn.

And my girlie's temper lost
Causing grief to self and friends,
May, regained and self-controlled,
Be a power for noble ends.

This play is preceded in Froebel's plan by one upon the weathervane, which fact explains references otherwise obscure. Inasmuch as we are publishing this series of translations with special reference to grade work we will not always take them in the exact order given in the original but will be regulated by what the seasons may suggest and by the requirements of the grades.

It will be seen that in this case the Commentary does not in its thought exactly coincide with the verses for the child. The supper disappears indeed, but its elements still exist although in a form of much more value—bread and milk have become transmuted into baby's flesh and muscles which are again transmuted into thought and smiles and pretty play. But in the Commentary, that which disappears seems to have gone with no suggestion of retriving the loss—it is gone for good and all. There are thus two points of view suggested and the teacher can therefore study and use the picture for two distinct purposes as will be pointed out below.

PHYSICAL EXERCISES AND GAMES.

The physical exercise of which the play is the basis is a simple wrist movement and we would here remind our readers that the exercises and plays were planned primarily for the little infant just learning to get control of his body through play. But the exercise is an excellent wrist-movement for all ages. Older children may vary it by a vigorous waving "good-bye" to the friends they have made during the summer vacation—a farewell to someone who is "going away." They may also vigorously shake their hands as if flipping off water. "Where does the water go?"

A little mystery play that children enjoy is the old nursery play, "Two Little Blackbirds" which we here describe for those to whom it may be unfamiliar, it being appropriate to this subject.

Two Little Blackbirds—Upon the nail of each forefinger paste a tiny bit of paper. Place the two forefingers side by side upon table or lap repeating:

"Two little blackbirds sitting on a hill
One named Jack, the other named Jill;
Fly away Jack—
Fly away Jill—
Come back Jack—
Come back Jill."

At the words "Fly away Jack, Fly away Jill" jerk the right and left hands respectively over the shoulders. Then bring each back in turn but with the middle finger extended, and the forefingers doubled beneath the hand, the paper scraps thus being invisible. At the next words, "Come back," etc., bring back the forefingers, and the "birds" are again to be seen. You will probably hear, "Do it again" repeatedly, as the mystery of the whence and whither puzzles and delights the child.

"The Brown Birds Are Flying Like Leaves Through the Sky," by Eleanor Smith; "Fly Little Birdie," (Patty Hill); and similar bird songs which picture the migration of the birds are appropriate here.

"Welcome Little Travelers," a familiar kindergarten game, can be played thus: Send a group of children away, to whom the remaining ones wave a good-bye. Upon the return of the absent ones (who have been in this case coached by the teacher) they are welcomed with the usual question:

"Welcome little travelers, welcome, welcome home.
Tell us, little travelers, from which land you come."

They will reply:

'We have come from Tadpole Land where people all were Tadpoles," etc., but instead of representing tadpoles they will now act the part of frogs. Similarly, they may sing: "We have come from caterpilar land," but will act the part now of butterflies. The teacher may ask, where have the tadpoles gone? What became of the caterpillars?

This may be varied by suggestions from the vegetable world. The children may reply, "We have come from Lily-bulb Land, where people once were lily-bulbs." Let the children themselves also suggest different forms of life that have apparently "gone" but have in reality simply undergone a transformation.

Hide-and-Seek games and others such as "Hiding the thimble" may be played also.

Tidying-up—The teacher may, when it seems fitting, playfully suggest that she would like to see the scraps of paper or other things out of place "all gone." Let us see if the dead leaves that dropped from the window-plant are "all gone;" also the grime from dirty hands.

Let the teacher have a quiet game in which she suggests that she is thinking of something one foot tall, green, but in a few months it is yellow, is cut down, for awhile makes the air fragrant and then is "gone." But later it is found in the city where the horses eat it. What is it? Hay. Have similar guessing games centering around the things that disappear from one place and one form only to reappear in another.

MENTAL SIGNIFICANCE

The thought hinted at in the child's verses is closely akin to that known in the world of Force as the "conservation of energy." Here we have suggested

the conservation or rather the indestructability of matter, the transmutation of material things. The supper disappears, it is true, but it is by no means lost; it reappears in a very different form—in the baby's bright eyes and glowing cheeks. Let the older children study the picture and determine if the bread and butter, the birds, the candle are completely "gone," or merely gone in the sense that the baby's supper is.

A side question of ethics may come up by discussion upon what happens to the bird unused to caring for itself, when it gets in the open, unable to recognize the right kind of food and in danger of being caught by the cat or killed by native birds, as an alien. In a later song Froebel points out graphically the responsibility of wisely protecting and caring for the animal that we have made dependent upon our thoughtfulness.

Older children may be able to tell what has become of the nestlings. What of the burnt candle? Instead of trying at once to gratify childish curiosity regarding this mystery, let the children feel that it is mysterious but that when older, through experiment or study they will be able to find for themselves the different elements into which it has been resolved.

A burnt candle and a burnt house both are "all gone." What is the difference to man? In one case the consumption has been to him a gain, in the other case a loss. A comparison may be made between the light-giving candle in this picture and the oil-lamp in the one preceding. In the September, 1909, Philistine, Elbert Hubbard gives a sprightly historic summary of the different illuminants in order of their succession.

When the children make soap-bubbles let them feel the mystery of the sudden disappearance of the filmy sphere.

ETHICAL SIGNIFICANCE

As said above, the picture lesson may be viewed from two aspects. In the one case we see the natural consequences, so well illustrated by Froebel, that follow carelessness and unthinking greed or covetousness; we see a future good lost because of present want of care, and forthought—a fault common to childhood, if not to too many that are supposedly mature. It is the teacher's privilege as it is that of the parent, to train the child to rightly measure the comparative importance of things and events and the picture is an aid to this end. Let the children give examples of home experience in finding things "all gone." The boy comes late to breakfast and finds things cleared away; the girl forgets to fill the lamp in the morning and it soon burns out in the evening. (Wise and Foolish Virgins.) The boy whose money goes in foolish evannescent pleasures—the penny slot-machine, and frequent sodas, has nothing left for things worth while. The drinking, carousing Hessians in the Revolutionary war, lost an important position by foolish inattention to business, and England's short-sighted King lost the American colonies by inability to weigh matters wisely. Lost time and lost tempers may also form a sub-topic of this subject.

But a larger thought and one more constructive in character, is contained in the child's song, i. e., indestructability of matter, as before suggested. Although apparently lost, matter is never "all gone;" it simply changes its form, sometimes becoming invisible gas. The baby's supper becomes blood and muscle, bone and sinew. The leaves which flutter down from the sighing tree become rich soil for future generations, and in time the tree itself, fallen, disintegrates and Mother Nature beautifies it with moss and lichen. The lost canary may never return but the child may garner a lesson from sad experience that will enrich future life. Time once gone, never returns; let us improve each moment that for good or ill leaves an impression upon the future.

Closely linked with this thought is that of the resurrection, the mystery of the ages. When life departs from the body is it "all gone?" The wise, thoughtful teacher must decide for herself which of the many suggestions in this Mother play best suit her children's needs.

CONFERENCE ON TRAINING TEACHERS.

The United States Commission of Education has called a conference of specialists in charge of departments in State universities, normal schools and other institutions for the training of teachers for vocational schools, and presidents or directors of such institutions, to be held in connection with the 1914 annual convention of the National Society for the Promotion of Industrial Education, Richmond, Va.

The conference will be held, by invitation, in the rooms of the Richmond Business Men's Club, Friday evening, December 11. The conference will be preceded by an informal dinner at 6 p. m.; tickets, $1. Application for copies of the programme of the conference and cards of admission, should be addressed, before December 1, to W. T. Bawden, U. S. Bureau of Education, Washington, D. C., who is in charge of the arrangements.

A BEAUTIFUL CHAIN.

AN ETHICAL LESSON.

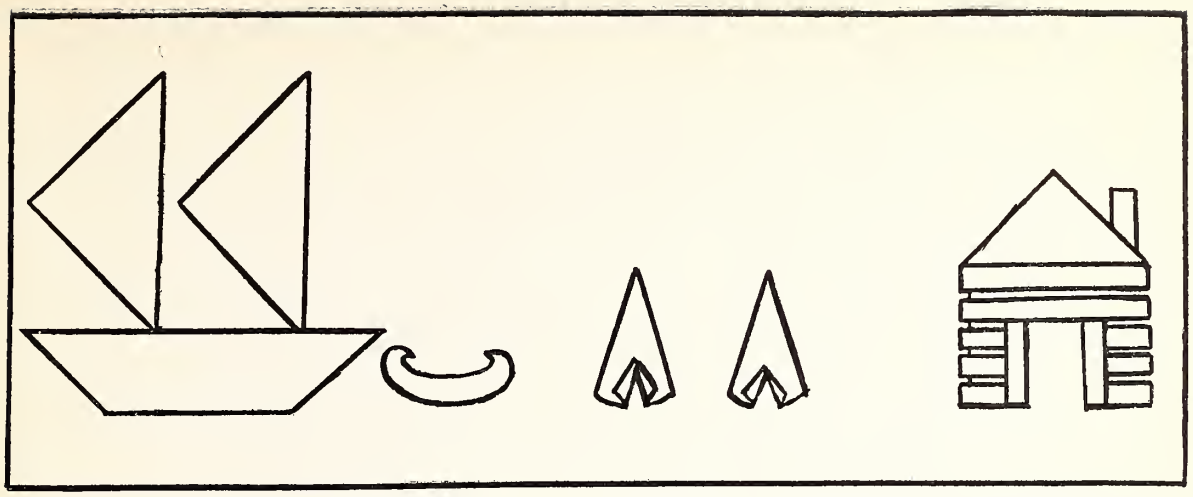
Children are like links in a beautiful chain. Every smile, every kind word or action adds more beauty to the link.

Impatience, anger, disobedience, shirking of duties, quarreling, telling falsehoods, all tarnish and blacken the links.

Let each one keep his link bright and beautiful and we shall have a splendid chain.

A little girl once said to herself: "I shall always try very hard to obey my parents and teacher cheerfully and quickly in everything they ask. I know they are given to me by my Father in Heaven to teach me what is right. I shall always try to do what I know my parents and teacher would like me to do even if they do not tell me about it. I will try to be always kind and patient with my little sister and brother."

That little girl was loved by all who knew her, and so if you want to be happy and kept from trouble and harm always remember to obey your parents quickly and cheerfully and to do nothing to grieve them.



STRAIGHT LINE CUTTING

By Carrie L. Wagner.

The kindergarten children enjoy talks on Thanksgiving, and find pleasure in an occupation which suggests the festive time. The paster pictured here is made from a four inch square, folded into sixteen squares. Cut from one side four squares in a straight line from the bottom, then cut off in the lines. Paste the two end squares on the diagonal, and cut off. This forms the boat. Cut the sails from the twelve squares; fold the two upper corners to the center of the first line from the bottom, then cut off on the lines. Paste these two triangles on the boat as illustrated.

To make the house: cut off the square and triangle from each side of the piece left after making the boat, then cut off the triangle at the top. Divide the four squares into eight equal parts, and cut into strips, Use the triangular piece for the roof; paste two of the strips perpendicularly at each side, and paste five of the strips horizontally for the cabin. To form the door cut half an inch from three of these strips before pasting. The remaining strip may be cut into two pieces for the door facing. The chimney is a small strip cut from one of the triangles left from the boat, and the canoe is cut free hand from the other triangle. The wigwams are also cut free hand from the squares and triangles left from the sides of the house.

A READING LESSON CORRELATED WITH JACK AND JILL.

By Harriet Kahn.

Suggestions for a *"Reading lesson"* correlated with the teaching of the nursery rhyme "Jack and Jill."

Teacher writes: on the blackboard.

I wish the children to listen to me while I read this story to them. Teacher reads the whole story to the children with expression. "Now, the children may read the story to me."

Henry may read the first line, Ed may read the third line, Florence may read the fourth line and Josie the second.

The children of the first aisle may come to the blackboard and see how quickly they can find the word I ask for, "Jack." "That's right; next boy find *Jack* again. Yes, that's a different Jack. Find *Jill*. Another *Jill*, Find *water*. Find *up the hill*, etc., etc.

Now watch, what word did I rub off? Watch again, etc., etc., till whole rhyme is erased.

Who can come to the blackboard and make a picture of the word *"Jack,"* of *"Jill,"* of *"hill"?*

Suggestions for a *Phonic lesson*, correlated with the teaching of the nursery rhyme "Jack and Jill."

Teacher writes the word *ill* on the blackboard. She says: The name of this word is *ill* and any word that look like that, but has other letters before it, belongs to he same family. We'll call it the *ill* family. Look at your reading lesson and see if you can find any word that belongs to the *ill* family. "Yes, *J-ill.*" Teacher writes *Jill* under ill as indicated.

ill
J-ill

What is the sound of that first letter? Children give sound of *J*. Now, say that sound and then say the word ill. Now say one right after the other *J-ill.* Now run them together—*Jill.* Find another word belonging to the *ill* family. Yes, *hill.*

ill
J-ill
h-ill.

Teacher goes through same process. Can anybody think of a word that is not in your reading lesson that belongs to the *ill* family? Children suggest *b*-ill, *f*-ill, *k*-ill, etc. Teacher writes them on blackboard in a column and drills upon them

Spelling lesson may follow the phonic lesson.

"First, child spell *ill.* Next, fill, kill, rill, bill, Jill," etc.

Presuming that the *and* family had been treated in the same manner as the *ill* family, children may be taught to spell *and*, hand, sand, land, band, stand, etc., etc.

Suggestions for a *"Geography lesson,"* correlated with the teaching of the nursery rhyme "Jack and Jill."

Laura may go to the sand-box and make a *hill.* Make another one, William. Who can tell me what a hill is? What is higher than a hill? Amy may make a *mountain.* What do we call the land between the hills—or the mountains. Milton, show me the *valleys.* Suppose it should rain on the top of the hills or the mountains, what would the water do? Yes, run down. They form a *stream* and run down into the valley. a mountain. What do we call the land and between the etc., etc.

A PILGRIM PLAY.

By Laura Rountree Smith.

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All—

We are litle Pilgrim mothers gay,
We meet to keep Thanksgiving Day,
We bow to you in stately way,
Upon this glad Thanksgiving Day.

1st—

We are the Pilgrims, as you know,
We came from England long ago,

2nd—

We turned the spinning wheels around,
With very pleasant humming sound.

3rd—

We helped to plant the oats and corn,
We worked away from early morn.

4th—

Some friendly Indians we met,
Who helped us as did Samoset.

5th—

On Sundays then we used to go,
Marching to church in solemn row,

(All rise, march toward the front.)

All—

The Little Pilgrims of today,
Are not as solemn as they say,
They used to be, so long ago,
But still we pause and courtesy low,
We will sing a song if we are able,
Of little Peregrine in his cradle.

Song. Tune "Lightly Row." (All wave arms.)

To and fro, to and fro,
Rock the little babies so,
To and fro, to and fro,
Singing as we go,
Pilgrim mothers quiet keep,
When the babies are asleep,
To and fro, to and fro,
Rock the babies so.

A THANKSGIVING EXERCISE.

For 12 Little People.

By Edith Gray.

1st Child—T stands for Turkey
A splendid big bird.
Thanksgiving without it
Would be quite absurd.

2nd Child—H stands for Harvest
The grand time in the Fall
When the barn and the storehouse
Are full—wall to wall.

1.

3rd Child—There are Apples, and Nuts,
Grapes, some still on the Vine,
If Jack Frost does not Kiss them
They will ripen in time.

6th Child—S is for Sunshine
We can't live without it.
Thanksgiving's a good time
To be thankful about it.

2.

8th Child—I is my letter, and mine too,
You can see.
It stands for Ice-cream, which
Our desert's going to be.

11th Child—N is to Never forget
Who has given
These wonderful blessings,
'Tis our Father in Heaven.

12th Child—G stands for His name—God;
And His Goodness to all.
Let us now bow our heads
As to Him we do call.

All together—"Father, we thank Thee for the night
And for the pleasant morning light,
For rest and food and loving care
And all that makes the world so fair.
Help us to do the things we should
To be to others kind and good
In all we do in work or play
To grow more loving every day. Amen."

Directions—Have the children in line with the letters which, at the close of the exercise show the word, THANKSGIVING.

1.—Let the one holding A say this verse while four of the smallest children hold up their letters at the the words,—Nuts, Grapes, Vine, and Kiss. The variety of having letters shown in different places in the line is a pleasant change from the regular order.

2.—Have tenth child now hold its letter up and join in balance of verse with eighth child.

All with bowed heads sing or repeat softly the familiar prayer.

THE FIRST THANKSGIVING

By Laura Rountree Smith.

Over the sea, in England;
Some people, brave and true,
Left home and country, that they might
Serve God, as they should do.

In Holland first, they found a home,
But soon they left that shore;
Their children all were growing Dutch,
They'd English be no more.

So to a country new and strange,
Where they could English be;
This little band of pilgrims
Set sail, across the sea.

With vessels two they started,
Speedwell, and Mayflower, they;
But the Speedwell leaked, so the Mayflower
Bore all upon their way

On Plymouth Rock they landed,
Their houses built of wood
And thankful hearts they had, that they
Might worship as they should.

But the ground was hard and rocky,
No corn or wheat would grow;
And they gathered in no harvest
For the winter's frost and snow.

Cold and bitter was the Autumn,
And the children hungry grew
Those poor but faithful Pilgrims,
Could not think what they should do

But a ship brought more provisions
And the Indian's friendly were;
Taught them how to plant their grain,
And in their labour took a share.

A PRAYER.

Father, we thank Thee for our mothers,
And for our fathers, too;
For our sisters and our brothers;
For all our friends so true.

Second Gift Game.

I'm a little farmer,
My field I must prepare;
My horse and roller I must use—
The ground is now all bare.

My horse is now all ready
To help me work today;
He pulls the roller back and forth
As tho' it were mere play.

My work is now all finished,
Of my horse I must take care;
He must be very thirsty now,
So we'll to the trough repair.

HURRAH FOR THANKSGIVING

Tune: "When Johnny Comes Marching Home"

Thanksgiving Day is here once more, Hurrah!
Hurrah!
Of fruits and grains we have a store, Hurrah!
Hurrah!
We come from the north, we come so gay;
We come from the south, on this bright day,
For we all will greet Thanksgiving Day again.

We bring you pumpkins big and fair, Hurrah!
Hurrah!
And turkeys good and chickens rare, Hurrah!
Hurrah!
And pies and cakes, all crisp and sweet,
And apples red, so good to eat,
For we all will greet Thanksgiving Day again.

"Had I Thought" died in the poor house.—German.

Better a mistake avoided than two corrected.

The Kindergarten Gift Known as Rings Correlated with some of the Kindergarten Occupations, Adapted to Primary Grades

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By Lileon Claxton-North.

The kindergarten gift commonly spoken of as rings is one of the gifts that can be used in the primary grade with satisfaction. It is comparatively inexpensive, durable, occupies little storage room and adapts itself to regular lines of grade work; all of which are important factors to a Primary teacher who is considering introducing kindergarten materials into her program.

The gifts consist of iron rings, one inch, one and one-half inches and two inches in diameter; also halves and quarters of each of these.

The keynote to successful work with rings is that the children grasp the underlying principle of *opposites* upon which the gift is based. This is not to say that the teacher need attempt to explain what is meant by opposite or that she talk much about it to her class. A method of dictating that has been tried with marked success is this: Take two rings, one in right hand, one in left hand. Place them side by side, touching. Take two more, place one in front and one in back of the first two, touching. Continue this method, using both hands and occasionally introduce the term *opposite;* as place one at right side, one at left side, opposite each other. When the pattern is finished call it a *true* pattern. Thus the principle of opposites becomes the child's working principle.

Lesson may be:

I.—Dictation—(a) Teacher; (b) Pupil.

II.—Imitation—Some design placed before class.

III.—Combination of dictation and imitation.

IV.—Original work of children.

V.—Imitation of the best original design of children. (In this case if the child's name be kept before the class it acts as an incentive to original thinking.)

And now is there any new way to say we must in this work as in all other go from the simple to the complex? If there be let us have it, for that is absolutely essential to satisfactory work with the rings. At first the designs must be simple indeed. Gradually they grow more complex both as to pattern and material. At times the class has limited material and then again an unlimited amount is placed at the disposal of the individuals, the aim being that the pattern be perfect.

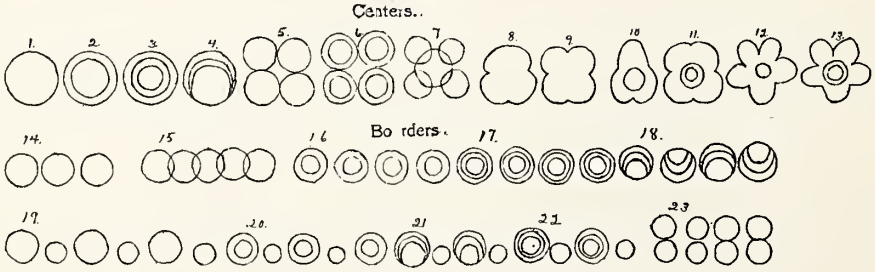
Again new life is given by naming some special use for the design, as an oilcloth, dress silk, tiling, wall paper, or a pillow top; also to name a purpose for which a given design would be suitable. In this connection it should be kept in mind that the real purpose of this gift is to make beauty forms rather than forms of life, though no great crime has been committed if the children are allowed to make Mrs. Pussy or the snow man, and they do get so much real enjoyment from these and similar forms. Another opportunity for variety is afforded by naming a given space and having the class make patterns suitable to

that space, or after completing a pattern let children determine the amount of background it requires.

A dictated pattern need not always be finished; give directions for part and let the children finish the design. Examples: In a design for a pillow top direct the center and let children make corners or border; again, give the children the center of the design to be completed with limited material or, later, unlimited material.

In order to have the children see a large variety of designs it is well to allow the class to pass around and look at all the work in the room, taking care that all incorrect work is first corrected or removed. The rule in designing that a prevailing purpose should govern the whole pattern must be always kept as a guide to the children in original work, and as a basis of criticism by either teacher or pupil. From the first grade the children should sort their own materials at the close of the lesson. It can be collected while marching, recess or blackboard exercises are being conducted.

So much for the gift as a gift. Now let us see in what way it may be related to kindergarten occupations that are either already in the primary course or



may easily be added.

The following is a list of the occupations that are practical for the grades in connection with this gift:

Drawing Painting Cutting Pasting Sewing Clay Sand.

Drawing—The patterns and designs that the children make can be drawn to a greater or less extent, according to the grade. The children in any grade could make many patterns, however, that they could not reproduce with pencil or brush. Aside from variety of design, the factor of measurement can be introduced by calling for circles of a given size. After practice in the work, using rulers or compasses, children should be allowed to draw given sizes with only the eye to guide. These should be tested with measures when complete. A step still further in advance of that is to require children to draw patterns without having first made them with rings, allowing them rules and compasses in the beginning, then not. Such drawings should very often be reproduced with the rings to allow children to see the perfect patterns.

For blackboard drawing these patterns are very effective and can be done with either hand and later with both hands working at once.

Tracing should form part of the work with pencils. The patterns could be traced around rings, cardboard circles or drawing models, and should be done with both hands.

Drawing on designing paper is a very interesting development of the ring work. Later the children could rule in the squares with given dimensions and place the patterns at required distances.

Color may be introduced in drawing as well as painting.

Spinning the rings like a top shows the form of a sphere.

Painting—Watercolor washes can be made for backgrounds for the drawing, cutting and pasting or laying of rings. The whole design may be painted for silk, tiling, etc. Colors being chosen by teacher first and later by the pupil. After reproducing exactly the ring patterns, some of them could be changed into conventionalized flower patterns. The figures on the sewing cards may be painted in with splendid effect.

Cutting and Pasting—Cutting may be either to the line, free, or a combination of these with or without given dimensions. The circles traced as indicated before may be cut and pasted to reproduce designs made with rings. After much practice with cutting to the line the children should cut circles without the line. Later the children should divide them into halves and quarters, thus introducing the factor of measurement again.

The pasting should be carried on to a limited extent and for short periods, as at best it is taxing to the finer muscles and nerves of the hand and eye. Paper rings already gummed may be secured at the kindergarten supply house.



I have a little heart of gold
It hangs upon a chain,
I got it for not being bold,
And pleasing Cousin Jane.

F. G. Sanders, Toronto.

Better lose the anchor than the whole ship.—Dutch.

STANDARDS FOR KINDERGARTEN TRAINING

PROBLEMS OF THE PRESENT, HOPES AND IDEALS FOR THE FUTURE

By Luella A. Palmer

(Concluded from September issue)

The requirements for entrance to a kindergarten training school should be, then, that the candidate be eighteen years of age, have a high school diploma or its equivalent, a certificate of health from the training school physican, and show musical ability. Where a course in Child Study has not shown adaptability for the profession, a year's probation is required. Probation of one year is also required to show: (1) Ability to co-operate with adults; (2) General culture; (3) Intelligence.

Now, we come to professional training. Here is the knottiest problem. We want to turn out kindergartners who are fairly good at the start and warranted to improve; those who have had practice enough with the children to know what to do now and who have had theory enough to form a good basis for future growth. In what does improvement consist? In raising one's own ideals and also in studying children to find better methods to help them to develop. This means getting a better content for education and a more developing method. This suggests two points which need attention in every training school: (1) A study of the *development* of ideals and principles in order that the general trend of development can be the guide as to future educational movements; and (2) The study of children in such a way that a means can be found by which to test the values of methods.

A training school should provide not only for courses in educational principles, but also for courses dealing with the growth of these principles in human consciousness. Other courses should be given which allow for the first-hand testing of principles and methods, the reaction of the children to the stimulus applied.

It is said that there is "more teacher study by pupils than pupil study by teachers." This, I think, reveals the most glaring defect of our training school. We should imbue the embryo kindergartner with the idea that her first and most important duty is to study the individual child and provide him with the material, the situation, which will help in his development at this particular time. The old idea of education was the "pouring in" process; the new idea is the selection from what the child has to give and then the improvement of its expression. Some training schools do not give enough theory; the kindergartners these turn out will not be able to improve the child's expression successfully. In training schools which provide for sufficient theory, we have given it in solid lumps when it should be a crystalization out of practice. To change the figure, we give our students a mass of theory that is undigested when leaving the school—and much of it is never assimilated.

There is too great a gap between "subject matter" and "method of presentation." We should teach subjects in a professional school so that the student will learn how to select the subject matter of education from a child's experience and interests. We give cut-and-dried principles and methods and say such reactions should follow when a certain material is presented to the children: we do not give the student an idea that she should be continually testing the value of her principles and methods by the reaction which the children make, nor do we show her that she must question the value of those very reactions. We must give to our students more of Froebel's spirit and less of his technique. We must show them how he was continually studying little children, how he built up out of this study his educational principles. We must not teach *about* Froedel's method but give the training in such a way that his method will become a habit of life.

A kindergartner said to me: "I could write reams on the gifts, but I don't know how to help the children to play with them. I can tell them to do certain things or get the children to suggest doing certain things, but I see it isn't *play*, it's just moving things about; there is no imagination connected with it." In her training school the subject of the course was probably designated *The gifts, their principles and methods of use.* It might have been called *Play materials for the kindergarten,* and the explanation read: This course provides for experimentation with play materials selected for educational purposes. Its purpose is twofold: (1) To show the natural experimentation with materials as they touch the play interests; (2) To shape these towards the school arts." A course so described would probably help a student to feel the educational value of the blocks and sticks and yet approach this in such a way that she would understand how to use the natural interests of the child to appreciate these values.

Kindergarten training schools are not the only ones that are questioning their own methods of teaching. The normal schools in Wisconsin feel it as one of their problems. They say:—

"We seem unable to solve two main problems. The first is, that the professional work is all thrown on the department of psychology and education by the teachers of the academic subjects, who claim that they have time to give only the subject matter of their particular subjects, and no time to devote to methods of teaching. And we of the professional department are making our courses in psychology and tneory too technical, with too little vital bearing on the problems which these young people will meet as teachers; are meeting right now in their practice work in the training school."

In any normal school, subjects should not be taught in an "academic way" for subject matter only. While the content should not be neglected, it should be learned by such a method that its relation to presentation in a class room could be plainly seen. The "problem" method is the one that seems to

answer this demand. It might be well to take an illustration far afield from our own special subject in order to show this method clearly. If a training class were learning history, instead of taking the Revolution as a center around which to gather dates and facts, the problem would be, "What are the facts you would wish a class of sixth grade children to remember about the Revolution? Why would you select them? How would you preserve them? The training student would need to read widely in order to make a wise choice; would need to bring the facts gleaned into some scheme of organization in order to find out the purpose—the possible modification of the child's bent of mind and character; and besides she would need to bring all into relation with the main point of her training course, the teaching of children.

As an illustration of the "problem" method in the kindergarten, we might use the subject of color. We would ask a student the question, "How does a little child learn to distinguish color?" From observation, helped by memory of her own childhood the student would see that it was by having a blue dress which was a favorite, or a brown book which contained a certain song. Questions might then be given to the student such as, "Why is it wise to learn to discriminate color?" "What is there about color that it would be well for a little child to know?" Here would enter adult theorizing, but to counteract this the next question might be. "Why should you select these facts?" "Of what use will they be to the child *now*?" After eliminating some of the adult theoretical facts in the light of the possibility of the child desiring the facts and using them and so drilling himself upon them, the last question for the student would be, "How will you help the child to learn these facts in such a way that the *purpose* of learning to discriminate color is fulfilled?"

A student with such problems would need to study children attentively and read books, but, above all, she would need to use her own reasoning powers. Yet, after she has formulated her deductions, she would not only have facts and a theory of teaching about them, she would have a usable method for this particular point in technique which could be put into immediate practice, and also a method by which she could test any new situation which presented itself after she left the training school.

This method does not admit of cramming facts, it necessitates reasoning, working over the facts, and so it requires a longer time than the old method, but it insures success and the prospect of continuous growth after teaching has begun.

To use such a method will require a training course of three years. In advocating this, we must remember that it is our duty to think, not only of the individual student but also of raising the teaching of little children to a professional standard. As a basis for discussion, the following is offered as a suggestive minimum course:—

TRAINING COURSE FOR THE TEACHING OF LITTLE CHILDREN.

MINIMUM REQUIREMENT

First Year.	Hours*
Observation in kindergarten and first grades	90
Observational child psychology	30
Adult psychology	60
Play materials for young children—Balls, blocks, toys, etc.	60
Constructive and artistic interests of young children—Making of toys, cutting, painting, etc.	60
Play interests of little children—Free plays, games, rhythms, dances, dramatizations	60
Language interests of little children—Conversation, stories, rhymes—also songs	60
Nature interests of little children—Animals, plants, etc.	30
Hygiene of childhood	30
Froebel's Study of Childhood	60
	540
Second Year.	
Assistance in kindergarten and first grades	90
Psychology of Childhood	60
Dramatic arts. Principles and adult standards, function of festivals	60
Application to young children. (a) With regard to stories, songs, etc.	60
(b) With regard to games, dances, etc.	60
Educational principles as seen in the work with little children	60
History of Education with special emphasis upon the theories of Pestalozzi, Rousseau, Herbart, Froebel, Dewey	90
Curricula for first school years	60
	540
Third Year.	
First half.	
Practice teaching	225
Consultation with director or training teacher	90
Second Half.	
Methods of teaching in elementary schools, with special reference to subjects of first two years.	60
Observation and practice in first two grades	60
Theory and practice of teaching	60
Home and conservation of childhood	60
	555

ELECTIVE COURSES.

Selected because a student is deficient or because she prefers some special line.

Music, instrumental.
Music, vocal.
Voice training.
Physical culture.
Drawing, painting, design, etc.
Literature.
Playground methods.
Methods for defective children.
Biology.

* On basis of 150 days of actual work per year.

EXPLANATION OF MINIMUM COURSE.

1. *Amount of observation and practice teaching.*

A kindergartner's business is to lead children, she should know them thoroughly. All subjects should be taught with relation to the children and the children discussed in the class room should be no mere abstractions, but living, concrete realities.

Observation by a young student with no problem in mind, no particular point to be watched for, is almost wasted time. During the first year the days of observation should be arranged so that the teacher of psychology will give the "problem" for certain days, the teacher of "play materials" the question for another day, and so on. By thus simplifying the purpose of the observation, the student will define her ideas of child nature more quickly and clearly.

The assistance of the second year should be the care of the play before nine o'clock, taking the children for walks and sometimes taking charge of a group of children. Both "observation" and "assistance" periods would be of more value if arranged so that the student saw the consecutive work of a whole day.

Practice teaching occupies all the morning hours of the first half of the third year. It is arranged in this way so that if necessary, a student may take a regular position and be paid a salary. Little work is required in the afternoon; young teachers are often exhausted by the first responsibility of a class, and they should be careful to keep in good health, to be fresh, full of the play spirit, and mentally alive when they go to the children. They need more time to think over their work and more time to react from its nervous strain than will be found necessary when more control has been gained over the technique of teaching.

In the last half of the third year arrangement is made to do practice teaching in the lower grades. The psychological period of a child's development seems to connect the years between four and eight. The break does not come at six as we now cause it by transition from kindergarten to elementary. Our teachers should go out trained to teach anything that a child needs to learn between his fourth and eighth years. The plea of both kindergartners and lower elementary teachers is that they may understand each other's work better; they realize that whatever causes the change in methods for a six-year-old child hampers his development. All subjects in the above training course are given with regard to the education of the child between four and eight years.

2. *Psychology.*

The observation in the kindergarten and grades gives the material for the course in observational child psychology. Such questions will be given the student as, "To what does a child pay attention?" "How does he show that he is paying attention?" "How long is he attentive?"

The study of "adult psychology" is for the purpose of bringing to the consciousness of the kindergartner how she can improve and educate her own self, how she can break undesirable habits, how she can learn to think more clearly, etc.

The psychology of the second year broadens the line of thought taken up in observational child psychology by showing how the same general principles underlie the thinking of children and adults.

3. *Children's Interests.*

The five courses, "Play materials," "Constructive and artistic occupations," "Play interests," "Language interests," and "Nature interests" are all related in some degree to the observation in the kindergarten. At the beginning of the year the student will be asked to observe what the children choose, perhaps bringing out the difference in materials called for by younger and older children. Again, the student will be asked to listen for the topics about which the children converse freely. She will be asked to observe how the children show their interest in nature. The teachers having these five courses in charge will occasionally visit the kindergarten with the students and help by questions and suggestions to make them more keen in their observation.

Branching out from the observation of what the children actually do, the student will experiment with the same materials, discuss the possibilities of certain topics of conversation, etc, and so find in what direction the childish activities may be led. Gradually she will formulate her ideas of the values of the childish expressions and how these can be improved.

During the second year in the subject of Dramatic Arts, will be discussed the principles underlying the best expression of the child's and adult's interests. Much time will be devoted to the study of adult standards in literature, dances, drama, pictorial and plastic art, and song.

4. *Care of Childhood.*

The course on the "Hygiene of Childhood" will give a student respect and reverence for the physical well-being of the child and an understanding of the scientific care needed to make, or keep, the children's bodies fit agents for healthy minds.

Kindergartners should see their particular vocation in its broadest relations. They have the care of the children for only a few hours each day, but they should consider all the agencies and influences that are brought to bear upon the lives of the children. They should realize that the conditions of the home make the most lasting impressions upon the child's personality, and the community as the school which is open all day, every day in the year. The topic given in the last half of the third year, "Home and the Conservation of Childhood," should give a student the power to see her particular work in its proper proportion in the education of children, and should determine her to take active share in everything that pertains to the welfare of all children.

5. *Froebel's Study of Childhood.*

This course should be based upon the writings of Froebel to encourage in the student Froebel's attitude towards children, his reverence for their individuality, his belief in the divine nature of their creative impulses, his attentive observation of their actions, his search for means to help in their development.

6. *Educational Principles.*

These principles are indicated in the direction which all of the subjects take in the first year, but they are not definitely formulated as principles until the second year. In this way the rules are crystalized out of experience, they have become habits of thought and a name is given to the habit. They bear such a vital relation to experience that any new situation can easily be brought into connection with its illuminating principle.

In the third year, the principles which have been found operating in the education of young children are considered in relation to all education, they are generalized to give fundamental pedagogical theory.

7. *History of education.*

If a student is to continue her development after she leaves the training school, she must realize that the theory which she is studying is but the present moment's view of a ceaseless movement. In order to realize this, she must study the theory in its process of formation, she must gain an inkling of how public opinion and current philosophical ideas reshape educational theory and practice. She must understand that there have been many false starts in unprofitable directions. This will make her alert to the significance of any new pedagogical movement. If she studies only the present theory she may become bigoted and unprogressive; if she sees it in its proper place as one step in the advance of civilization, she will weigh and consider the new and adopt judiciously.

8. *Curricula.*

After studying during the first year the likenesses and individual variations of children, a student will be able to outline in her second year tentative plans for the work of the kindergarten and first grades. She will be willing to formulate these on very general lines; she will be able to command plenty of details to fill them in, but will appreciate that this detail must depend upon the needs of any particular group of children which she teaches.

9. *Year of probation.*

It was suggested that the first year of training should be one of probation in different lines. The year would not be wasted if a student was dropped at the end. The subject studied would be valuable for nurses, homekeepers, social workers, playground teachers, teachers of defective children, etc.

10. *Sedentary occupations.*

Much of the hand work given in the present training classes is eliminated, but sufficient is given for the kindergartner to know what can be developed out of childish efforts along various lines, and it is given in such a way that the kindergartner will be constantly watchful to seize upon any valuable contribution from the children. Our children might be more creative if the kindergartner did not have consecutive series of work that she thought the children ought to follow out.

11. *Last half of third year.*

This is a very valuable culmination to the training course. It is possible to reconstruct the student's understanding of principles in the light of practice. This opportunity to discuss actual happenings and problems is a most valuable means of bringing definitely and clearly to consciousness the fundamental principles that may be revealed in the seemingly most trivial acts

When a student is graduated from the training school the training teacher should be able to recommend her without qualification as regards her character and her fitness for the work Most permanent failures are found to be kindergartners who as students were weak along some lines and whose graduation was doubtful

Mr. McKenny in 1912 read a paper before the normal department of the National Education Association on Standards of Measuring the Efficiency of Normal School Students. These standards cover physical, intellectual, moral, temperamental, executive, social, and teaching factors. If we marked somewhat on these bases instead of on written papers we should have fewer kindergartners that do not approach the ideal.

Dr. Suzzallo says: "Society demands general culture preliminary to the study and practice of a profession. This means it requires that the professional practitioner, because of his peculiar powers and temptations, must be given a fundamental knowledge of those values, ideals, and traditions which are fundamental to our social life. Hence the youth may not start his work as a teacher, lawyer, or doctor before he has passed through the high school. "As a doctor protects life and health, as a minister faces down the danger of spiritual sin, so the teacher protects the divine potentialities of childhood, conquers the deathlike touch of error and discouragement, fosters intellectual courage and the passion for goodness. The teacher is, in short, a minister to the intellectual, moral, and spiritual crises of childhood. Only as we approach childhood with the traits of full sympathy and versatile imagination can we serve little children, ministering to their difficulties so that their protentialities have a fair chance to reach a full stature." "Expertness in teaching, therefore, consists in four typical superiorities: (a) in a scholarly command of subject matter; (b) in a better organization of character; (c) in a larger and more versatile command of conscious modes of transmitting facts and ideals; and (d) in a more potent and winsome, forceful and sympathetic manner of personal contact with other human beings." "As a creative work, teaching builds with precious human stuff. It is for us teachers to bring the qualities of professional life into our daily practice and to make the term 'teacher' mean four things in one: master, expert, servant, and leader."

The kindergarten problems of each year are reflected in the programs of the I. K. U. When it was started the technical kindergarten theory and the technique of materials were the main points for discussion. Gradually the character of the papers has changed; we have gained control over that side of our work and are turning our attention to broader things—"the development of initiative," "the necessity of initiative." These are topics which might be considered at any educational gathering whether of elementary, high, or college teachers. The kindergarten and the school and the college,—we are outgrowing our exclusiveness! "The kindergartner's responsibility toward social problems," "the training of the kindergartner for social cooperation"—this far transcends technical kindergarten theory. We now see that the kindergarten spirit is not in materials nor educational theory, but it is in the *living* of principles and these in relation to all life, the school, the home, the community, the nation. To be leaven in the world we must make the question of training kindergartners not a question solely of dealing with individuals, but of preparing women who can be an educational force in a community. We must reconstruct our training so that we can send out women who can spread the spirit of Froebel in the land, a spirit peculiarly adapted to raise up good citizens for our democracy.

HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

DEAR RURAL TEACHER.—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children, and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

NOVEMBER, 1914.

November days are stealing,
All swiftly on their way;
The squirrels now are working,
The leaves are out at play;
The busy, busy children
Are gathering nuts so brown,
And birds are gaily planning
A winter out of town.

—Selected.

NOVEMBER THOUGHTS.

Call attention on the first day to the new month. To what season does it belong? How many days has November? Call attention to the shorter days and longer nights. The preparation of plants and animals for rest. What changes in animals' clothing for winter. What preparations do men make for winter in homes, in food, and in clothing.

Has November any days of special interest? When does Thanksgiving come? How and why do we observe it?

Make a November calendar, and decorate it with pictures suggestive of the month, such as harvest scenes; or the picture page of squirrels and turkeys in the Kindergarten-Primary Magazine, Nov. 1913, may be used to decorate a calendar pad for the month.

An excellent calendar will be found in the November number, 1912, which can be easily sketched upon a blackboard for a suggestive model, and left for use during the month.

BEADS AND SEEDS.

There is no reason why the children in the rural schools cannot furnish most of the material used in this work themselves. Beans, peas, and corn, also flower seeds such as the sunflower and the very small black seeds of smaller flowers. Fruit seeds may be used especially those of the apple and pear. Red berries and pumpkin and squash seeds combined with other small seeds may be made into attractive necklaces.

We suggest first the use of beads and seeds in combination for necklaces or boy's watch chains. Use one or two kinds of seeds with several colors of beads. Pumpkin seeds may be colored and used in the center as a pendant.

Shell and bead mosaic work is also very interesting. Draw the design upon a thin piece of board or stiff card board, cover with liquid glue, then arrange in outline only, or if small designs are given fill in the background with the light colored seeds and the designs in brown or black seeds.

BUSY WORK.

Represent a poultry yard. Give each child a large piece of drawing paper. Have the outline of the yard made of sticks, lentels, or seeds. Make coops and hen houses of paper, also boxes in which a few pieces of dried grass may be placed for nests

Make cuttings or paintings of different families of fowls. Paint one corner blue to represent the duck pond around which and in which the ducks are placed. Make the turkey a special feature, as it is the favorite fowl for the Thanksgiving dinner.

THE TURKEY—OUTLINE FOR STUDY.

How does it compare in size with the other fowls? Which has the prettier plumage,—male or female? What do we call the male bird and why? Food:—Grass, grain, berries, insects, etc.

Wild turkeys live in flocks. The wild turkey was the principal animal food of the Pilgrims when they first came to this country.

The Indians used the wild turkey for food and its feathers in making their headdresses.

THE DISOBEDIENT TURKEY.

Once a little turkey,
Fond of her own way,
Wouldn't ask the old ones
Where to go or stray.
She said, "I'm not a baby;
Here I am, half grown;
Surely, I am big enough
To run about alone!"

Off she went; but somebody,
Hiding, saw her pass
Soon, like snow, her feathers
Covered all the grass,
So she made a supper
For a sly young mink,
'Cause she was so headstrong
That she wouldn't think.

—Phoebe Cary

ANIMAL WORD GAME.

Arrange the smaller children in a circle with one in the center. The one in the center starts the game by touching a pupil who is to give the name of an animal or fowl. If he names one quickly he takes his place in the center, and in the same manner indicates one who is to respond with another name. Repeat the same until a large number of names have been given. No name shall be given more than once. If the name has been given the pupil repeating it forfeits his right to the place in the center of the circle. This may also be used as a review in spelling. The child naming the animal may be required to spell the word.

REED AND RAFFIA.

We notice that rural teachers are making more use of this form of manual training. This may be made easy for the youngest pupils, and sufficiently intricate to tax the ability of the older ones.

Thanksgiving time will suggest many uses for this material. Allow the younger ones to make many different sized mats. Cut the foundation of cardboard or bristol board, place a hole in the center, and wind from this to the outer edge, keeping the strands as flat as possible. Napkin rings will also be easy work for the little folks.

The older pupils may combine the reed and raffia, making baskets for fruit, flower-pot holders, lamp shades, card cases, brush-broom holders, photograph holders, etc.

INDOOR AMUSEMENTS.

Cold weather is near at hand and every rural teacher should be planning some forms of amusement or entertainment for the noon and recess hour.

All children should be sent out of doors if well for at least a few minutes, at which time the doors and windows should be opened, that the room may be thoroughly cleansed of the impure air.

Books and games should be provided for recreation. Postal cards showing scenery and the principal buildings, also sets of bird pictures should be in every room.

More attention should be given to the school library, no school can afford to be without at least a few good children's books.

Arrange sets of picture cards using the inexpensive Perry or Brown pictures, mounting same upon bristol or the regular mounting cards. During November give them the following:—The Exiles, The Landing of the Pilgrims, Priscilla and John Alden, Plymouth Rock, Puritans Going to Church, The Mayflower, Angelus, and a variety of Indian pictures.

Bean bags, and if possible a rubber ball should be in each school. The children will enjoy the games, and the exercise will be beneficial.



The camel has two dreadful humps,
I wonder where he got them,
Perhaps they grew from two small bumps,
And that he couldn't stop them

F. G. Saunders, Torounto

Brevity is the soul of wit
And tediousness the outward lips, and flourishes.
—Shakespeare.

The man who minds his own business will always have business to mind.

A FINGER PLAY—THE KINDERGARTEN.

Carrie L. Wagner.



Here is our kindergarten



And these the children dear,
Skipping gaily down the street,
For they may be late they fear.



These are the little chairs,
For the children great and small,
This wee one for the baby
And this for the boy so tall.



Here are the great long tables,
And these the blocks and balls,
We work and play together
Until the piano calls.

Then we go marching, marching
And have such loads of fun
Till playtime is over, goodbyes are said,
And to our homes we run.

FIRST GIFT, Continued.

LESSON NO. 6.

After the balls are distributed call attention to the covering and talk about sheep, wool, how it is made into yarn and afterwards into cloth, etc., letting the other grades use the talk as a subject for their written language work for the day.

Exchange colors brought and make yellow the color study for the day, or review the orange. Conclude the lesson with a review of all the motions learned, singing or repeating these or similar words:

Swing so,
To and fro,
Right and left,
The little balls go.

Now back and forth,
In perfect time,
We swing the balls,
Straight in a line.

Now round and round,
Round and round,
See the balls,
Go round and round,

Now back again,
In circle true,
The pretty balls,
So swiftly go..

Follow general plan outlined correlating with language work, also number work if desired, until all the colors have been taught. Little talks on objects suggested by the different colors, etc., can be given and used by pupils of other grades for written language work.

It may be well to close lessons with an exercise with the balls, which may be suggested by the following:

Place a ball of each color on the table or desk. Let the children stand around the table. During the singing of the song one of the children designated closes her eyes and another child or the teacher removes one of the balls.

Six little balls are lying here,
Lying here, lying here,
Six little balls are lying here,
This bright and pleasant morning.

Or, this dark and cloudy morning.

Close your eyes, one'll disappear,
Disappear, disappear,
Close your eyes, one'll disappear,
This bright and pleasant morning.

Now open wide and can you say,
Can you say, can you say,
What little ball has gone away.
This bright and pleasant morning.

And if you rightly call the name,
Call the name, call the name.
We'll clap our hands and sing again,
This bright and pleasant morning.

If the child gives the right color of the missing ball repeat.

We'll clap our hands and sing again,
Sing again, sing again,
We'll clap our hands and sing again,
This bright and pleasant morning.

The children clapping their hands during the singing of this last stanza. This can be repeated until a ball of each color has been taken away and each child has had an opportunity to name the missing ball.

This exercise can be abbreviated as may be desired.

Place the balls on the table the children standing in a circle around it. While singing or repeating the following lines a designated child attempts to pick up the balls as the colors are mentioned in the song:

First, a ball of red I'll choose,
Next the yellow, then the blue.

If the pupil fails to select the correct colors he is required to place the balls back on the table.Otherwise he can retain them until all the balls have been taken from the table.

Another child attempts to select the right colors while the following lines are being repeated or sung:

For me I'll take the orange first,
Then the green—the violet, too.

Thus continue until all the pupils have been permitted to select the color.

ANOTHER SUGGESTION.
LESSON NO. 7.

The aim of the lesson is to develop the powers of observation and concentration of the children through color.

The material necessary are six card board sheets upon each of which is mounted one of the primary colors.

The time limit is ten minutes.

Place these mounted colors in a row on the blackboard. Give the children time to observe the position of the colors. Children close their eyes or turn their backs to the blackboard and sing while the teacher changes the position of two colors:

When we play here together we are happy and glad:
We don't care for the weather and we never grow sad.

One of us has disappeared, you shall guess who it is,
And if you guess rightly you then shall be cheered.

Repeat this song several times, changing the position of the colors each time the song is sung.

"Hold up the fingers of one hand. Let us call the thumb the red bird, the pointer the oriole, the middle finger the canary, the ring finger the blue bird, and the baby finger the parrot:"

Sing the following song:
Five little birdies sitting in the door,
Red bird flew away and then there were four.
Birdies, birdies, happy and gay,
Birdies, birdies, fly away.
Four little birdies sitting in a tree,
Oriole flew away and then there were three.
Birdies, birdies, happy and gay,
Birdies, birdies, fly away.
Three little birdies looking at you,
Canary flew away and then there were two.

Birdies, birdies, happy and gay,
Birdies, birdies, fly away,
Two little birdies sitting in the sun,
Blue bird flew away and then there was one.
Birdies, birdies, happy and gay,
Birdies, birdies, fly away.
One little birdie left all alone,
Parrot flew away and then there was none.

During the singing of this song the children nod their heads slowly and rhythmically. This incidentally modifies the thought of motion in the first gift.

The lesson may close with free play with the balls.

ANOTHER REVIEW SUGGESTION.

Tie the balls to the cross beam as shown by the illustration, the three primary colors on the lower line, and the three secondary colors just above them.

Teach words primary and secondary orally. We call red, yellow, and blue, primary colors because we cannot make them from any other colors. Secondary colors are so called because we can make them from the other colors. Thus the red and the yellow colors combined make orange, the secondary color hanging just above them. Yellow and blue make the green, and blue and red make the violet or purple. Teacher should have tubes of the primary colors in oil or tablets of water colors and illustrate to the class. The children will be much interested in this and it will materially assist in fixing the colors in their minds.

SUGGESTIVE FIRST GIFT STORY.

Look at the balls, and see if you can tell what they are covered with. Yes, with woolen yarn. Do you know where woolen comes from? Yes, from sheep. Do you know what young sheep are called? Yes, lambs.

Once there was a farmer who had a little daughter named Nancy. He gave her a little lamb for her birthday present. Nancy named her Woolly, and treated her so kindly that she soon became very fond of Nancy and would run to her whenever she appeared.

One day her father drove Woolly and all the other sheep down to a brook, and put them in a pen leading to the brook. Taking one sheep at a time he led them into the water, and washed them until their wool was quite clean and white.

After this work was done he opened the pen and they all went home.

A day or two after a man came to shear the sheep. He had a very large pair of sharp shears. He caught Woolly and placed her upon the barn floor, began to cut off her coat of wool. Woolly was greatly frightened and began bleating and struggling to get away.

In consequence of her struggling it was impossible for the man to avoid cutting her in several places.

Nancy heard Woolly bleating and ran out to the barn to see what was the matter. As soon as she saw what was being done she begged the man to let her finish cutting off the wool.

He consented, and Woolly followed her to the woodshed, where Nancy first dressed her wounds with vaseline and afterwards placed a piece of court plaster over each. She then took a pair of shears and Woolly stood very quietly while she clipped off her coat.

The next day her father took the wool to the woolen mills, where it was cleansed very thoroughly, and afterwards made into rolls; the rolls were then spun into woolen yarn, very much like that used in covering these balls.

The yarn was afterward colored, and some of it spun into cloth, and some knitted into stockings and mittens.

ANOTHER FIRST GIFT STORY.

Mabel was a farmer's daughter, who owned a large flock of sheep.

One day she found a poor lamb in the field, almost dead from hunger and cold. Its mother had been killed by a wolf.

She brought it to the house and wrapped it in a warm blanket, and fed it with nice rich milk.

She decided to call it Nanny. Nanny grew very fast and became very fond of Mabel.

One day Mabel was in the field near a deep pond. She went out on a large flat log to watch the fishes. Nanny saw her and came running out on the log to meet her.

Mabel became interested in a large fish and leaning over too far, fell into the water. In falling she caught her hand in the long wool on Nanny's back, and drew the lamb into the water. Mabel was very much frightened, but clung tightly to Nanny's back.

Nanny began swimming for the shore and thus repaid Mabel for her kindness by saving her life.

PARENTAL THOUGHTFULNESS.

(Eunice Ward in October St. Nicholas.)

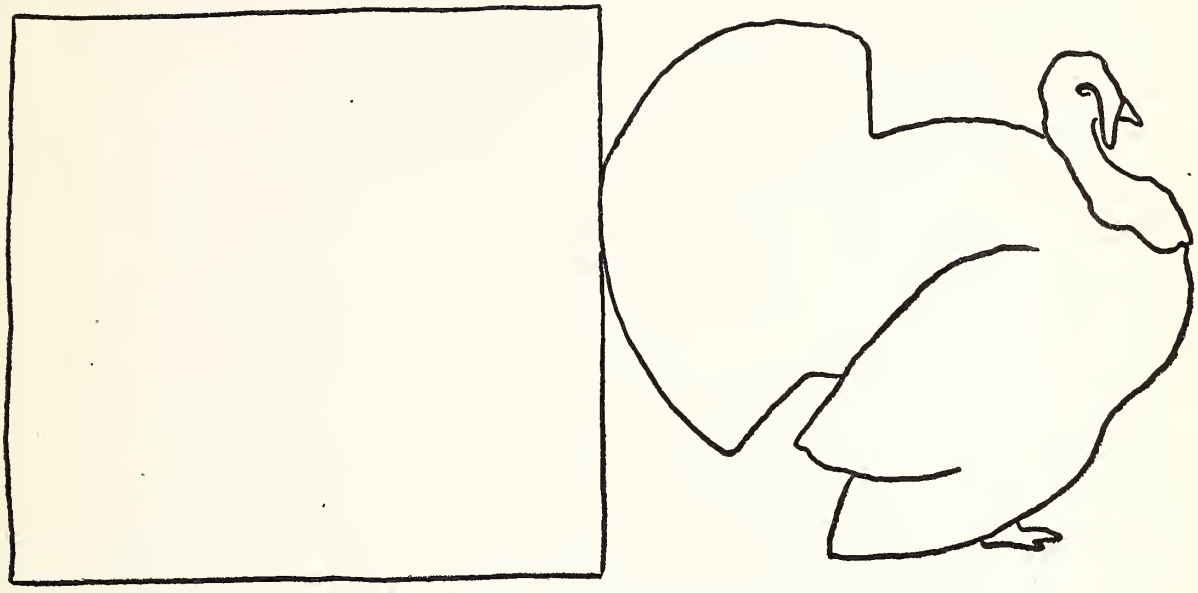
My big doll is called Hildegarde;
The little one is Marjorie;
The paper dolls are Evelyn,
Bettina and Elaine.
The rag doll is named Claribel;
The baby I call Gwendolen.
I've different taste from my mamma —
She named me Susan Jane.

'Tis not how much but how well we read.

A NOVEMBER BOOKLET

By Marguerite B. Sutton.

Any kind of school drawing paper may be used for this booklet.



SUGGESTION FOR NOVEMBER BOOKLET

Take a piece of paper 6 6-8x3 1-4. Place a light dotted line through the sheet so that when folded on this line the dimensions of the covers will be 3 1-4x3 3-8, and the fold on the left side of the front cover. On the front cover draw the outlines of a turkey, as pictured, and then cut around the outlines, except on the fold. Leave the back cover in the form of a square.

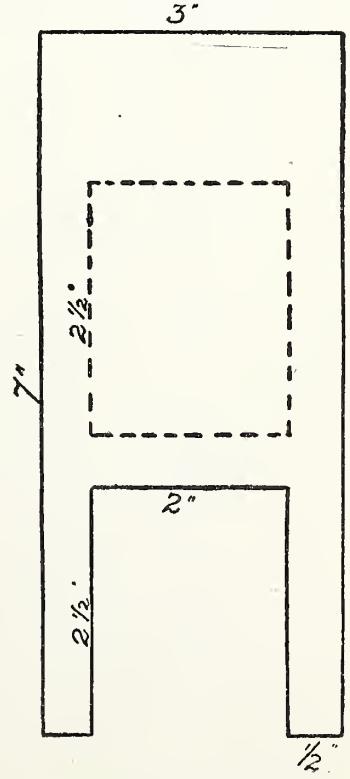
These little booklets may be used as invitations for Thanksgiving Exercises, monthly spelling booklets or general busy work for the little folks.

A CONSTRUCTION LESSON FOR MONDAY.

Nellie Crapser.

Provide cardboards 7x3 inches. Measure off a half inch from each side at one end and place dots. From these dots draw lines 2 1-2 inches long, lengthwise of the cardboard. Then connect these two lines by another. Have the children cut on these lines, which will leave the cardboard in this shape. A rectangle of corregated paper, 2 1-2x2 inches, is then pasted 1 1-2 inches from the top, having the children be careful to get it equidistant from both sides. A piece of white paper to represent a bar of soap will be an added attraction to the children. They will also enjoy printing the name of their mother's washboard, or a name which the teacher might suggest, across the top.

A tub to go with the washboard can be made in the following manner. For the bottom of the tub a circle of cardboard 6 inches in diameter, is necessary, for the side a bristol board rectangle 19 1-4 inches long and 5 inches wide, including the paste flaps, which are 1 inch wide. The side should be covered with tin foil or silver paper to give the suggestion of a tin tub. Paste the flaps around the circumference of the circle. Next paste the ends of the rectangle together, which completes the tub.—*Primary Education.*



PATTERN FOR WASHBOARD

NEW KINDERGARTEN STORIES

TED'S RIDE.

By Alice C. Rodewald,
West Brighton, N. J.

As Mother was baking cake, and sunbeams were calling outdoors Ted thought it was just the day for trying the New Horse. Ted loved the New Horse even better than the rocking-horse, because the rocking-horse always stayed in the nursery, and the New Horse carried you wherever you wished to go. The New Horse had just a stick for a body and a gray wooden head, but his eyes sparkled and his mane was made of really-truly horse hair. Ted thought him very beautiful.

"Good-bye, Mother," he called.

"Good-bye, Little Son," answered Mother.

Then away Ted rode—down the path and out of the gate and up the straight road that lay like a white ribbon between the green fields. How quickly the New Horse ran! The chickens scattered, and a bird rose high in the air for fear of him!

"They needn't be afraid 'cause I am riding him," said Ted to himself, "and I'll take care of them."

It seemed to Ted as if all the world was out riding—the butterflies riding on bright wings to the golden rod; the brook racing by the side of the road, the leaves waving goodbye to the trees as he had to Mother), and hurrying to the ground, where they met the wind, who started them on new journeys, the birds were gathering together as if preparing for a long trip, and way up in the sky the white clouds seemed to be riding on the blue heaven!

Ted wondered if the flowers were homes for the butterflies—for nestling in the hearts of flowers they seemed at home; and if the brook *had* a home—he wished Mother was with him, as she knew everything, and he decided to ask her on his return.

Suddenly the little boy's horse started—right in front of him—thump! fell a big yellow apple. Ted looked up at the tree, it seemed to hold out its apples to him, but they were all too high for him to reach.

"I want one to bring home to Mother," said Ted to the tree; the tree had nothing to say to this, but the New Horse looked very wise.

"Oh," said Ted, "I know! My horse can bite one off!" he lifted his horse, struck the branch, and, sure enough, down fell another apple!

Just then a squirrel ran across the road. He was carrying a nut and Ted watched carefully to see what he was going to do with it. Up a tall tree ran Mr. Squirrel, then down a hole in the trunk, and Ted could not not see him any longer for Mr. Squirrel had safely reached his home.

"I believe he was carrying his nut home to his mother! and now she is saying, "Where have you been, Little Son?" said Ted to the New Horse, and he looked at the apple he was carrying, and thought how pleased Mother would be to hear about the squirrel.

Now they came to the hill, and, as Father always stopped the big busy horses on this hill, Ted stopped the New Horse. By the side of the road was a plant with thick leaves, and on it hung something that looked to Ted like a green package which was bursting open. Ted opened it a little wider, and inside were brown seeds with shining, silken wings. Ted thought it was pretty enough to bring home to Mother, so he pulled it off the plant and put it in his pocket. When he did this some of the seeds flew away. Ted's mother had told him that when seed babies leave their cradles the wind finds new homes for them in the brown earth, where they live very happily until the spring sunshine calls to them to come back and be plants.

"Good-bye," Ted called to the seeds, as he watched them fly away, but the seeds were too busy going home to answer little boys.

When Ted pulled the package off the plant he found some sticky, milky juice on his hand, so he started down to the brook to wash it. In the brook he saw a round white stone, it was very pretty, for the water had washed it until it shone and the other stones had rubbed it quite smooth. Ted thought Mother would like it. Just as he was bending to get it a little green snake ran out from behind a rock next to him. When the snake saw Ted he raised his little green head and moved his tongue in and out as fast as he could! Ted thought he was trying to talk, and he waved his hand and said, "Hello, Snake," but the snake turned and glided swiftly away.

"*He* thought I was saying good-bye when I waved," thought Ted, "or, perhaps, he just remembered to hurry home to tea."

This made Ted think about going home, and he turned the New Horse and started down the road. Now it seemed as if all the world was going home! The sun was hurrying behind pink clouds—Ted hoped *he* would reach home first, for sundown is suppertime and, in spite of the big apple, he felt very hungry. Perhaps, Mother was waiting at the door—he hoped she would be. Across the fields Ted could see the cows going home, they walked slowly, and he wondered if they were as tired as the New Horse, if so they would be glad to reach home. Ted could see the red barn now, and there was a pigeon flying toward it.

"If I didn't have the New Horse I should like to go home on wings:" he thought.

There were no chickens to fear the New Horse now—Ted knew they would all be in their places asleep on the long pole that stretched across the hen-house—and the bird, who had flown so high, must be safe in the nest by this time.

Mother was standing by the door—O! how quickly, even, a tired New Horse can run!

"Where have you been, Little Son?" said Mother

"Far away!" said Ted, proudly.

"I baked a little cake for your tea," said Mother, "and you can tell me all about Far Away while you eat it."

"See what I brought you!" said Ted.

Then Mother took the gifts, Little Son, and New Horse, too in her arms, and they all went in together.

PROBLEMS vs. SUBJECT MATTER AS A BASIS FOR KINDERGARTEN CURRICULA*

By Luella A. Palmer.

What is a problem and how can it be used in education? It has long been thought that subject matter, with its characteristics, is the only proper basis upon which to plan a course of study. Histories, geographies, and other text-books present subject matter in a logical sequence and children are required to store up bits of information in regular order. This generally results in a plentiful supply of encyclopedic facts, but when it comes to actual living we find that the knowledge cannot be brought forth when occasion demands it, it is not in usable form. In order to have knowledge carry over into action when needed in a situation, it must have been acquired through action in a similar situation. This is the reason we need problems as a basis for curricula.

Education is to fit for life and living; it must give the knowledge needed at the present moment, not only that which may be needed at some future time. An educational problem is a situation which appeals to a child to use what knowledge and effort he has, and to acquire and develop more in the process of his activity. It is when there is an obstacle in the way of reaching some desired end that an individual recalls the knowledge which he has gained in similar experiences; he rearranges this and hunts for more. In planning for the child's educational problems, there must be a situation which will stimulate a child to wish to reach some end and which will be just difficult enough to encourage him to put forth his whole effort and to search for knowledge.

A toy train is such a situation for a little child. It presents an invitation to his activity and his imagination makes him desire that this activity shall result in the toy train working like a real train. The size of the child's problem will depend upon what he knows about trains. A situation which would present an educational problem for a child of five would be to have building blocks near at hand, so that the child would be reminded that he could make stations and tunnels for the train. Perhaps a question might present the situation and lead him to discover the necessity for stations and tunnels in order to perfect the train play, and then he would demand materials of a suitable form out of which to make them. This latter method is for more developed children. Toys which excite a desire for increasing skill, such as balls and tops, are problems for children. So are dolls and wagons, which incite to reliving experiences. Familiar activities such as sweeping and washing dishes are problems. How to express one's ideas so that others will understand is a problem. These and many others are the everyday situations which can be used for educational purposes. How it can be done is for further consideration.

The two bases for programs suggested by the title are not mutually exclusive. Subject matter is a large factor in the working out of a problem in kindergarten, in education, in life; and there are many problems for children to consider when the use of subject matter is treated as the most essential element in education. The subject matter concerned in a problem has richness and a vital relation to an individual's activity Any subject matter which is actually used by an individual must differ from that of every other individual because part of its content is the knowledge gained from past experiences. A problem calls for all the relevant knowledge which will interpret and throw light upon the topic under investigation. This knowledge will be in usable form if it has been acquired in a living way through the setting of previous problems; the knowledge will then be a deposit which has been accumulated in the process of arriving at something which is more important, a result which will be a solution of a dilemma and the wisest possible, because it focuses all the energy and control which the individual has at his command.

When the subject matter is prescribed, it is supposed to have the same content for every individual, and usually there is an effort to recall only that relevant knowledge which has been given in the previous course of study. The child does not relate the subject matter to his daily life; only to that separated body of information which he has acquired in the class room. The problems for pupils in connection with the acquisition of prescribed subject matter are usually only indirectly connected with the meaning of the information gained; they may be, how to store up encyclopedic knowledge, how to surpass one's fellows, how to gain approval, or how to avoid unpleasantness. The right kind of a problem unifies human energy and allows for the gaining of subject matter so that it will be related to action in a workable way. It will have many cues, and can easily be recalled when needed in future situations. The acquisition of subject matter, as such, divides the energy, for it is related to one side of the child's life only, and it requires a motive extraneous to the meaning of the thing to be learned. Of the two bases proposed for curricula, the first seems to promise less waste of human energy.

These two so-called bases for curricula direct attention to the fact that the education process may be viewed from different angles and the point of view gives rise to different attitudes towards education. All educational theories recognize two factors in the process, the child and his environment. Some theories stress unduly the share of either one or the other. When subject matter is emphasized, as in the so-called conservative school of kindergartners, the laws and facts found within the environment are considered of prime importance, so that the logical aspect is presented without due regard to the psychological tools which the child must employ to understand it. The reverse error is made by the radical school. In the latter case the accent is placed upon the child and his capacities; no attempt is made to lead him to see the more significant aspects of his environment. (This point of view is omitted in further discussion in this paper.) A point of view midway between these two mkes it apparent that an adequate basis for educational procedure must take cognizance of both factors and give due weight to both.

Child and environment must be equally considered in the educational process, for they are complementary to each other. It is the child who supplies the activity which is to become organized through education, and it is the environment which supplies the stimuli and means for the organization. Education cannot change the inherent nature of the child's activity, it can only plan to develop it to the highest degree which it is capable of reaching. All that education can do is to modify the environment, but any artificial limitation must keep two equal purposes in mind, a response to the expanding needs of the child and guidance towards the understanding of the significant features of the environment.

The point of contact between an individual and his environment which has resulted in development has always been in the shape of some difficulty which needed to be overcome, or some question to which the individual wanted an answer in order to satisfy his craving for larger life. It has always involved holding some purpose in mind strenuously enough to carry it over into activity, and to result in the changing of existing conditions. Race progress has come by means of the increasingly more distant and *complex* ends which man has set himself. It is through problems, the meeting of a difficulty, the projection of

possible ways to overcome it and the striving to solve it, that a child, like the race, becomes related to his world. It is for education to choose the environment which will present the problems which in their solving will develop right attitudes and habits in the individual and furnish the most servicable knowledge.

This way of looking at education as based upon problems makes the relationship between child and environment stand out clearly; it is a developing relationship. It involves activity and also material upon which to use it. As the activity works towards a unified end it is brought more under control, and as there must be a selection of material to promote this end more logical relations are established; so organization comes to both the child and the world which he sees. This third attitude gives a wide, balanced, and developing view of the educational process.

To look at education from this middle point is to gain a dynamic view of both child and environment; when viewed from one side of the process some artificial vitality has to be introduced. In working out a problem a child is conceived as alert, eagerly reaching for a result, and searching for means to accomplish it. When the emphasis is on subject matter the child is thought of as active but in a more receptive way; he does not need to reconstruct his environment but only to accept and retain it as presented. When attention is directed to problems, although the environment has a certain stability and character of is own which conditions change, it is considered as a place where adjustments and improvements can be made. If the attention is directed more towards subject matter or the nature of the environment, its static, formal qualities come into prominence, the activity is brought to a standstill, while the growth is cut up into a series of cross sections. There is no organic connection, all seems settled, fixed, with little appeal to the child to expend his energy in rearrangement. It is in working out a problem that the developing child is seen in the act of transforming his environment.

The use of the problem method makes for the best development at the present time and in the future. When a child feels a vital problem, one which calls forth all his power, he has the desire to accomplish some purpose, but there are obstacles in his way; he has to consider how he can overcome the hindrances to gain what he wishes. He arrays his past knowledge, selects the most useful, perhaps searches for new which will be relevant, he brings these ideas into some order and then tests through expression. The obstacles divert part of the energy which might have been expended in mere ctivity over into thinking out how to proceed. This method appeals to the child's interests and reasoning; the other method, the use of prescribed subject matter, appeals more to his obedience and memory. The first works for the development of initiative so that a child can learn to set his own ends and work to reach them; the second works for comformity in the child so that he will accept what is established.

Children have many incidental interests and not all possible problems which children might enjoy are valuable enough to be chosen as material for education. The problems in an educational environment must appeal to the most fertile interests those which promise to bring to the child's consciousness the best social values. The best expressions of adult ideals should always form some part of a child's environment, subconsciously influencing him, but the greater portion should present such stimuli as will provoke the immediate reaction which provides the step for which the child is prepared and along the path which the race has already taken in formulating the present ideals.

The most fertile interests of the race have led to the formulation of bodies of knowledge called science, are and literature, language, social and political institutions, and religion. The child delights in: (1) Experimenting to find out what he can do with his hands, body, tongue, and all the human tools he has for finding his relation to the world. Materials of various kinds should be convenient so that he will learn such truths and logical relations as he is capable of comprehending. This will aid in developing a child in scientific directions. (2) After a child has learned something about the objects and qualities in his environment he enjoys at times changing the form of his experimenting; he tries to arrange what he already knows. He uses color, form, motion, or sound and brings them into relation either rhythmically or in sequence; for instance, when a child strikes a stick twice on an iron railing and then twice on a tin can, or when he works up to a climax as, "Papa made a kite. We went to the park. The kite went *so* high!" Opportunities can be given a child to express what he feels in the most beautiful arrangement, and encouragement given to those phases which have been steps on the road to present artistic ideals. (3) The child loves to talk. Experiences which are interesting at the time and which supply the best kind of happy vivid memories will lead to good topics of conversation. Unhurried opportunities for expression either in dramatic play, drawing, or language, will aid in developing fuller and more definite thought, and in putting it into sequences or plots, thus making language a more adequate vehicle for ideas. (4) The child loves to play with other children, and about the occupations of adults near him. A right selection of opportunities to associate and work with others and to copy or lead them will help the child to form the best ideas with regard to social and political institutions. (5) A joyous environment with the right attitude towards liberty, where the individual is limited by the equal rights of others, and one where the truth and beauty of the child's world is emphasized, will guide in the path of a workable religion. Problems which lie along these various lines provide for the acquisition by the child of what has been found most valuable by the race.

A selection of problems gives probable subject matter in the environment but in such a form that a child may take the kind and amount which it is possible for him to assimilate, to work over. The selection should also give subject matter which has been found of value by racial judgment.

A theoretical curriculum can only be considered as a general guide for actual kindergarten programs. As the most vital problems to a five-year-old child arise out of his daily living conditions, a general problem curriculum cannot be exhaustive; it can only touch on the more universal, interests of childhood and the typical facts in most environments, and show how these can be used to develop thought. It can mention the usual stimuli in an average child's environment which might give rise to valuable experiences, but it could not include many experiences in particular environments which it might be valuable to enrich for the children in a specific situation. A general program can suggest the probable significance of these experiences in the child's development, judged by the response they usually gain from the children and the amount of value found in them by the race. Other experiences might bring similar growth to a particular group of children. A general curriculum can group together the experiences in such a theoretical sequence that each fact will gain its widest meaning through relationship. In a specific program some of the experiences might gain greater significance for the particular children by being considered at some other time or in some other relation when the fact

has been experienced vividly. A theoretical program can suggest the different means by which a child usually enjoys reacting to the stiumulus, but the particular situation must control the actual means provided. The theoretical program can give a *logical view* of *the* child's environment, a practical program must allow for the *psychological presentation* of *a particular* child's environment.

A problem curriculum must make a choice from the child's environment of those stimuli which touch him most intimately and which appeal to fertile interests, those which humanity has found produced greatest growth. For instance, the nurturing of the young and the upbuilding of the home has been a great means in race progress. To help a child to relive in the best way the family life which he sees, and so emphasize through play the values which the race has found through ages of actual experiencing, the stimuli provided may be dolls, dishes, furniture, etc. Honest cooperation in community life is another established value. Through the play activities of the kindergarten the children discover that added pleasure is given when this virtue is practiced, although it is the actual living together with other children which makes most directly for a right attitude. A pair of horse reins and possibly a horseshoe will give the opportunity to emphasize the work of the blacksmith, an adult type of one who works honorably for others. Contact with nature is one of the means which has forced man to a realization of his power and limitations; he has learned that he must work with it in order to conquer it. The child will find by means of a pinwheel or the hanging of doll's clothes on a line, that with care he can make the same wind aid him today that yesterday blew off his hat and filled his eyes with dust.

From a theoretical standpoint it is easy to judge of the probable worth of certain experiences for children. The mention of a few possible experiences with the wind will make evident different types of values.

Scientific value: Children can make kites and pinwheels, they can try to run against and with the wind, they can watch clouds, weather vanes, and flags. The senses of hearing, seeing, and feeling will teach the strength and direction of the wind and its influence on weather.

Art and literature value: Children love to watch the swaying trees or falling leaves, and to imitate in action. They like to imitate the sound which the wind makes on a winter night or when rustling over the grass. They like to draw a kite flying high in the sky. As models there are many good pictures, songs, and stories interesting to children which have the work or play of the wind as a central theme.

Language value: The effects of the wind are so evident and unexpected that children observe it closely and converse about it freely making their thoughts more definite.

Institutional value: There is very little along this line for small children, but the wind helps a group to have great fun chasing the whirling leaves or sailing the toy boats, and so the social spirit is strengthened.

Religious value: In playing with the wind, a strong force yet an unseen one, the child finds tbat there is power which is manifest in things done yet one which is itself unseen.

Just at the kindergarten age there is a perceptible change in the kind of responses a child makes and in the character of the problem which he enjoys. At four it is usually the material present to the senses which suggests a purpose and is also the means by which to accomplish it. The process is short, with little variety, usually the mere repetition of one incident, and the end is indefinite. At six the sense stimulus may suggest the end, but an end that is enriched with many possibilities found in two years more of experience. As the ideas have grown clearer, the purpose will probably necessitate search for and manipulation of suitable materials other than those at hand. Effort can be more sustained, so the process by which the end is reached is lengthened and varied and the climax is clearly defined. In order to select an educational environment for children between four and six years, a kindergarten should provide in the play room various materials which are stimuli, and also means for expression, such as balls, dolls, and other toys, also simple tools and materials as scissors, crayons, paper, etc. Beside this it should plan for giving vivid experiences which incite children to search for selected materials to relieve and emphasize the experience. These conditions supply the right kind of problems and means which the children can choose to work them out according to their capacity.

Many educational problems are within a child's environment and of interest at all times. If possible some logical connection should be made between them to lift them from their casual plane. It is in festivals that mankind has unified his ideas; he needed a climax at intervals to bring a rhythm into his life and to help him accentuate its value. The deepest meanings which man has found are expressed at a time of festival. If the experiences in a program can be considered in such a sequence that they help to interpret the meaning of a festival, each experience will gain greater significance by this connection. The following is suggested as a possible sequence which would lead up to Thanksgiving:—

(1) Interests in the home.

Dolls, furniture, washtub and irons, etc., would lead to reliving of experiences connected with different members of the family.

(2) Excursions.

The children can take trips to parks to see fall changes in nature, to stores to see the quantities of fruits and vegetables, to the farm to see the animals and bins, etc. While the social spirit is being developed through these enjoyable group experiences the children are gaining cumulative experience which point toward the bounty of harvest time, and they also discover a few links in a chain which leads from the well known fact to an unknown source.

(3) Seasonal interests—fall.

Food:. The children can bring back from the grocery some cranberries and make jelly, or they can mix biscuits for a doll party. Sometimes milk can be skimmed and butter made for the biscuits. Just as far as possible the children should be led to connect their knowledge of the farm with the actual objects being used. Toy animals will help the child to express what he knows of farm life and will help him to carry over into another situation,—that of the farmer's care of his animals,—the nurturing instinct which the child has developed in caring for the live animals in the kindergarten.

Fuel: The children will enjoy a trip to the basement of the school to see the bins of coal ready for the winter.

Clothing. Warm dresses and coats should be made for the dolls and the blankets brought out for the doll beds.

The culmination of the fall program will come at Thanksgiving time. If these actual experiences have been lived out fully a child will be better able to grasp something of the meaning of the festival, which is gratitude towards the source of all things, for physical comforts, for the beauty of the world, for home and friends, for the bounty and care which provide for a safe future. This feeling should find

childish expression through song, literature, dance, and representative art, all the forms of art combined in one great climax.

It is an art to plan and carry out a good specific problem program, to know how to balance child values and race values, to know when a child is to be left on his own plane in projecting incidental purposes and when he should be encouraged to accept related purposes. As an artist holds in his mind a tentative plan of his whole work, but rearranges and alters it as he is inspired to catch new phases of the subject which will fulfill his underlying purpose, so the teacher must provide a tentative outline, but change and readjust the details as she discovers unexpected needs of her children, which in their satisfaction provide for more harmonious development. A teacher's work will be artistic in proportion to the degree with which the children's important vivid experiences of the moment are caught up and woven into the central scheme of the whole.

A program which deals principally with subject matter emphasizes the mechanical attitude towards education. Facts can be kept in somewhat separated yet logical relation, there is no necessity for seizing the moment of inspiration for expression. Instead of the warm, emotional attitude of the artist in reaction towards living things there can be a cool, critical way of looking at the passive child and his static environment. If feeling is connected with this latter attitude, it is forced and becomes sentimental. The mechanical method may result in a more orderly appearance in a class room, but the well balanced, unified, artistic method will provide a more developing atmosphere.

It is the chief business of men and women in the home, in the school, in the church, and in society, to perform religious acts and to lead others to perform them. The religious spirit may be developed through the teaching of music, literature, science, and in general through the curriculum of the schools. The cultivation of the spirit of wonder and reverence, dependence and humility, spiritual mastery, and faith, are legitimate in the schools. Not much instruction, either secular or religious, can be given without a well equipped teacher, whose personality, learning, moral and religious life appeal to those under her care. The teacher cannot teach what she does not know, and cannot give to others the religious life which she does not possess. Neither can she impart what she does know unless she has learned to teach. The great need of citizenship in both the church and the school is a band of strong men and women, who are willing to give their lives to young people, who have a profound faith in humanity, who believe that the heart of the universe is sound, and who believe that we are placed in the world for a purpose, and who show by their face and feature and every act that it is a joy to give a helping hand. Fill our schools and our churches with such leaders, and we will not need the terms secular and religious education, for the term education will include them both.

JOSEPH SWAIN.

The teacher must never forsake the teaching point of view, in the view that his duty is not to train the boy for business, but to use business as a powerful instrument in training the boy.—J. P. Munroe, Boston.

CONTINUOUS CUTTING.

F. G. SANDERS,

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Cut paper in strips and fold them. If teacher draws an outline on the black-board the children can cut freehand.

Cut from white and mount on black or any dark color.

Cut butterflies from yellow, mount on blue to represent sky.

Cut trees from green, mount on blue or some neutral shade.



The children of the kindergartens of Waverly, Iowa, will hold an annual Thanksgiving party.

The Connecticut Valley Kindergarten Association, will hold its annual meeting at the Central High School, Springfield, Mass., November 7.

Some of the most valuable work the Bureau does, however, is not through its printed material, but by correspondence. The highest school officials, State, county, city, are constantly writing for information not readily available in printed form. The kindergarten division receives a large number of such inquiries from most important sources, and the information given in reply frequently forms the basis of a new State, county, or city policy in education.



SOME NEW BOOKS

THE BIRD STORE MAN, an old-fashioned story by Norman Duncan. Boards. 136 pages. Illustrated by C. H. Taffs. Fleming H. Revell Co , 75cents. Net.

Truly a most delightful tale of a quaint Dickens-like character who keeps a bird and animal store, and in connection therewith, "the Twitter Academy for the Higher Education of Canaries, including a Course in Polite Deportment and Parlor Tricks, both elementary and advanced." Every child will delight in reading about the Little Girl and her pet Alexander who enters on a scholarship and graduates with honor to himself, his instructor, and his little mistress. The little girl's loving, anxious care for her veteran grandfather, and the delightful comradeship that develops between her and Timothy Twitters, are depicted with whimsical tenderness and truth to child nature. A charming story to read aloud.

NEW AMERICAN MUSIC READER, No. 3. By Frederick Zuchtmann. Cloth, 147 pages, price 35 cts. Published by The MacMillan Company, New York and London.

This is the third book in this most excellent series of Music Readers, and the method of procedure which has characterized the previous volumes is continued. The voice is regarded as of the first importance, and all songs and studies are in such keys and within such range that the head quality always employed in the high voice may be blended with the lower register without recourse to the harsh tones of the chest. We advise all teachers having pupils of suitable age for this book to examine a sample copy.

"THE HUMAN SIDE OF PLANTS." By Royal Dixon. Cloth. 201 pages. Illustrated with four pictures in color by Mrs. Ellis Rowan and 32 photographs by J. Horace McFarland Co. Published by Frederick A. Stokes Co., N. Y. $1.50.

This exceedingly interesting volume approaches the study of plant life from a new standpoint. Many writers of animal stories have been accused of assuming too much intelligence and reasoning power on the part of the creatures whose experiences they recount. Mr. Dixon goes a step further and would lead his readers to believe that the plant is endowed with mentality and spirituality. The facts he states in proof of his claims are such as must surely strengthen our sense of the kinship of all life. Whether they do it consciously or unconsciously, here are plants that set traps to lure their prey; that swim and fish, keep servants, and live stock; maintain their army and navy; carry life-insurance; and the like. The weapons with which they defend themselves such as daggers, disagreeable odors, sticky excrudescenses and mimicry are described. It is painful to learn that an aquatic plant is really deceitful and imitates the mouth of a mother fish so that the frightened baby fish run into it for protection, only to be devoured. Then we recall that even human beings are equally deceitful when they go fishing, and so we have nothing more to say on that point. The chapter on plants that indulge in athletics will interest the boys and girls and indeed, the book as a whole, will be a valuable aid to the teacher in stimulating interest in the investigation of nature's secrets. We note, however, one important slip on the author's part. He states as a fact that "the sunflower always points toward its god," whereas sunflowers face every point of the compass, as can be readily verified. The book contains so much curious and beautiful lore that it is with regret we must call attention to this instance of misinformation.

"FIFTY-ONE TALES OF MODERN FAIRYLAND" by F. Strange Kolle. Cloth, 270 pages. The Grafton Press, N. Y.

Short Stories of varying merit. Kindergartners will be able to use a number of them, altho at times the moral is almost too much in evidence.

MORNING EXERCISES FOR ALL THE YEAR. A Day Book for Teachers by Joseph C. Sinderlar. Illustrated. 192 pages. Paper. Price, 30 cents. Beckley-Cardy Co., publishers, 312 W. Randolph St., Chicago.

This book aims at a systematic and orderly presentation of the morning or opening exercise in the elementary school. Material is provided for every day of the school year, beginning with the first day in September and ending with the last day of June. There are as many exercises as there are days in the month, thus leaving the teacher free to choice of lesson each day.

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The Legend of Sleepy Hollow.
Rip Van Winkle.
The King of the Golden River.
The Great Stone Face.
Evangeline.
The Courtship of Miles Standish.
Enoch Arden.
The Man Without A Country.

BOW-WOW AND MEW-MEW. A supplementary reader for First to Third Grades by Georgiana M. Craik. Edited by Joseph C. Sindelar. 95 pages. Cloth. Price 30 cents. Beckley-Cardy Co., publishers 112 West Randolph street, Chicago.

Bow-wow and Mew-mew is one of the few books for beginners in reading that may be classed as literature. It is the story of a young dog and cat that became dissatisfied with a pleasant home and left it. As the story tells, "They did not find good in any thing." But after running away and suffering hunger, neglect, and bad treatment, their characters begin to change. They naturally come to reflect their mistress' goodness. They learn the value of companionship and friendship and the appreciation of a home—and how glad they are to return to it!

Songs and Verses for a Baby. Compiled by L. A. Marsh. Booklet, 71 pps. Published at Belleville, N. J. Orders sent to L. A. Marsh. 50 cents.

This is an attractive little booklet comprising selections from the verses of the best authors, such as are suitable to the youngest listeners and learners. They are classified according to Nature poems, among which we find Stevenson, Riley and Christina Rossetti represented. "Rhyme and Jingle Story Poems" including Little Dog Rags by Celia Thaxter, the old-time favorite, "Oh, Where's my Little Basket Gone," and shorter poems and verses. There are several pretty sleeping songs, and another section includes so-called "Religious verses." It would make an appropriate and acceptable gift for a six-months-old baby's mother, or for a baby's first birthday.

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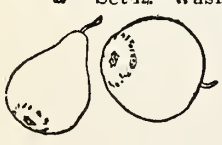
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J. H. Shults.

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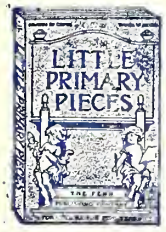


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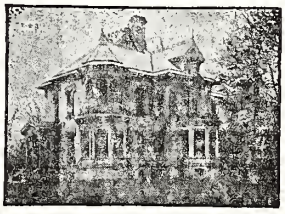
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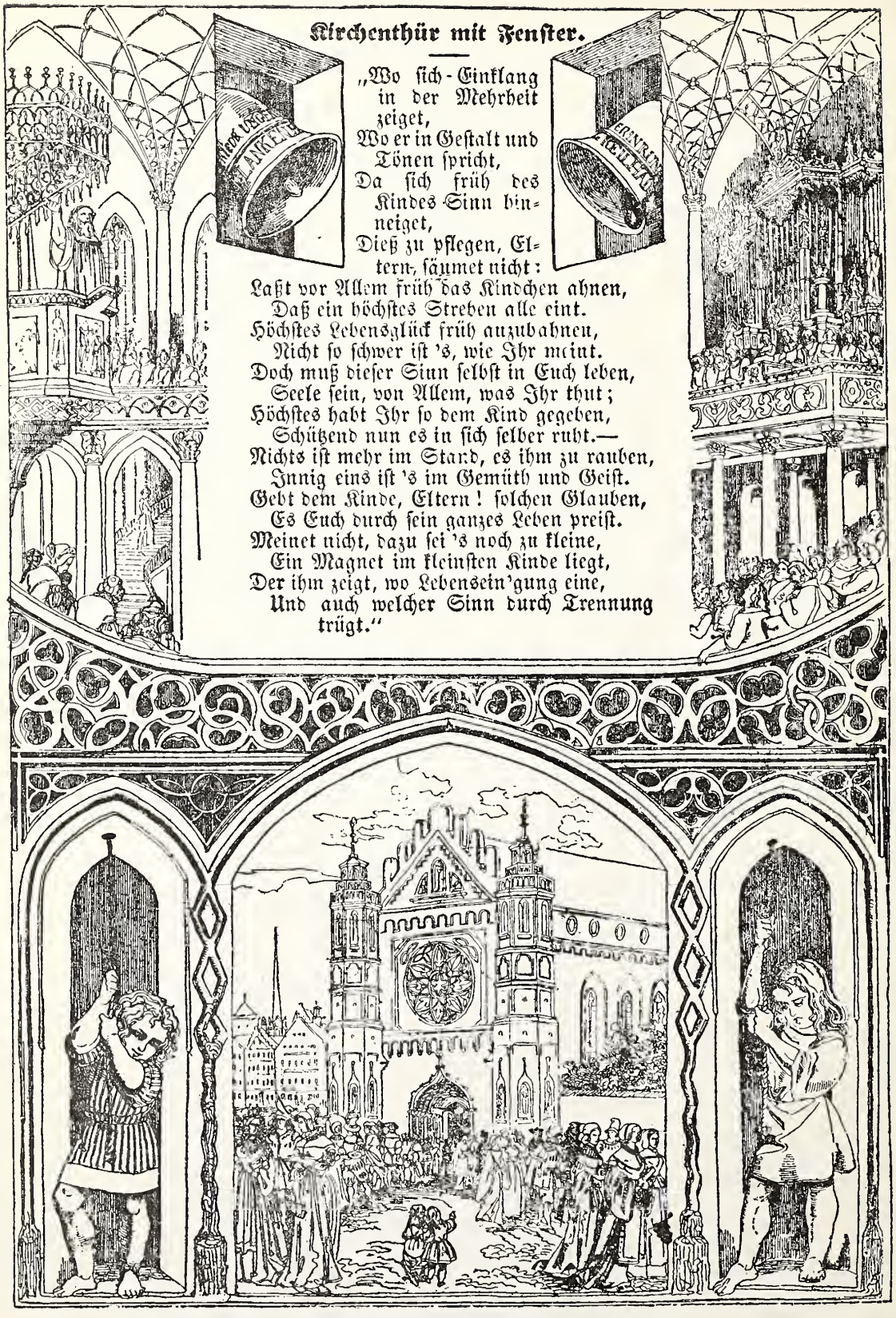
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—PRIMARY—
MAGAZINE



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EDITORIAL NOTES

THE greatest need of the world today seems to be kings and emperors who can look upon war as just plain murder.

DAVID STAR JORDAN has resigned as president of Leland Standford, Jr., University to devote his time to the cause of universal peace.

EDUCATIONAL institutions everywhere in the United States are ardently enlisted in the Peace cause. No section of the United States is luke warm.

"IT is at all times to be kept in mind that the schools are not only to educate the people in order that they may be educated, but also to educate them in order that they do things. They are to be trained for labor and for effectiveness. Things are to be done, and great men and women are to develop them doing them."—Andrew S. Draper.

THE war in Europe is a failure. No matter what patriotic hopes and aspirations nor altruistic theories those who are responsible for it may have entertained at the outset, the result to date, forces home to every thinking mind the inevitable conclusion that the war is a most dismal and hopeless failure. No possible good can come to humanity, that will offset the monstrous injury already wrought against the human race.

WE now see more clearly, perhaps, than ever before, that "Peace on earth, good will toward men," is not only a lofty sentiment, but is necessary for the preservation of the human race. Without it, civilization with all its advancement in letters, the arts and sciences is a menace, and not a protection, to human life. It but teaches how to destroy life more monstrously than would be possible without this intelligence.

WHILE we do not issue a special Christmas number, yet we believe our readers will find something especially good in the contents of this issue. Those who will carefully read and study what Dr. W. N. Hailmann, Dr. Jenny B. Merrill, Bertha Johnston, Dr. Mary E. Law, Grace Dow, Carrie L. Wagner, Laura Rountree Smith, Olive Wills, Marguette B. Sutton, Mrs. Harry A. Carpenter, Florence Waitt, Mary E. Cotting, John Y. Dunlop, Susan Plessner Pollock, Julia Wade Abbott, Jeannette Ridlon, and others have to offer in this issue, we feel certain must receive much valuable information and help.

The DEVELOPING METHOD

By Dr. W. N. Hailmann

II

The recognition of the fact that the unfoldment of inner tendencies and potentialities is the central principle in the growth and development of man, that all the educator can do is to supply appropriate stimulus from without, and that failure to respect this fact in educational practice hinders and perverts growth and development, is not new. We find it clearly indicated, not to go farther back, in the practice of Homeric Greece. Nature, instruction chiefly by example, and habituation by doing constituted in a broad way the code of educational method. We find it, notably in Athens, in the high regard for play in early childhood, and, later on, in the palestra and in the gymnasium.

With *Socrates* the principles of the developing method attain theoretic value. In the account of his maieutics he presents within the narrow limits of his aim, a clear statement of a developing or heuristic proceeding in which the teacher aids the learner in his efforts to give birth to the truth that is within him. The method is inductive, leading from perceptions and personal experiences to concepts and their definitions. By skillful questioning he seeks, not to impart ideas from without, but to develop them from within, stimulating the self-activity of the learner by every means. "Myself," he says, "I am by no means wise and have no such things to show as the product of my mind; but all to whom it is granted by the God to be with me are, at first quite ignorant, but as they continue, they make incredible progress as it appears to them and to others. So much is certain that they never have learnt anything from me, but of themselves they discover much that is beautiful and hold it fast."

Plato and *Aristotle* are so explicit in their statements that these often remind us of Comenius and even of Pestalozzi. The former demands in educational practice the nurture of self-activity and regard for the individuality of the pupil. The teacher, he holds, should know the soul of the child and the course of its development and adjust his instruction thereto, so that learning may appear to the pupil not as a matter of compulsion, but as play and pleasure. In the matter of gaining experiences and a clear perception of things, "we should, after selecting suitable objects, lead the pupil, if possible, to the objects, show these to him, induce him to imitate what he has observed, to use it and to practice it." Again, the teacher should always connect the work with what the pupil has already learnt and experienced, and should lead him by questions in such a way that he may find the answer himself or, at least, believe that he has thus found it. Thus the pupil will experience that pure pleasure connected with finding and learning and become spontaneously active and eager.

"Nature," he says elsewhere, "outside of man, acts as teacher and educator of man in order to unfold and develop within him the slumbering ideas and, thereby, the good; it compels man to become self-active and to develop ideas. The senses are for the soul the organs by which nature acts upon it, by which it gains experiences which then are elaborated by it into judgments and conclusions, thereby stimulating and developing the slumbering ideas. By these the immortal soul is drawn into the world; but finally, at the close of the development, it withdraws again from the world and becomes occupied purely with the ideas as such, attaining godlikeness."

Aristotle, in even more modern terms, would have education develop the capacities of man and, therefore, follow nature. It should aim at the harmonious development of all the capacities—physical, intellectual and moral. Instruction, he tells us, should progress from the fact that a thing is, to what it is, and why it is. All, indeed, that the educator can do is to aid the development of the natural gifts.

In similar vein, four centuries later, the great Roman teacher *Quintilian* pleads for consideration of individual talent; for "he who is led contrary to nature cannot make due progress in the studies for which he is unfit, and the talents for the exercise of which he seemed born are weakened by neglect to cultivate them." "Let the child's instruction be a pleasure to him; let him be questioned and encouraged; let him never be pleased that he does not know; let him strive for victory now and then, and generally suppose that he gains it."—And again: "Parents should be hopeful of their children, for dullness is not natural. As birds are born to fly, horses to run, and wild beasts to show fierceness, so to man peculiarly belong activity and sagacity of understanding, whence the origin of mind is thought to be from heaven." With Plato and Aristotle, he emphasizes the value of play for childhood.

With the advent of Christianity, regard for intellectual and aesthetic culture was more and more displaced by emphasis upon the moral and religious phases of life. This attitude, much aided by the influx of oriental asceticism, ripened in medieval Christianity, more especially in the West, into distrust and horror of Graeco-Roman educational ideals and into pronounced hostility to pagan literature and its teachings.

Other worldliness ruled the hearts of men. Earthly interests were condemned or, at least, regarded with suspicion as Satanic contrivances for the ensnarement of man. The earth, indeed, is a vale of tears, and withdrawal from its interests is the highest virtue. Every vestige of free development of the inner life of man is suppressed, more particularly in children as the most helpless victims of original sin. "Not insight," says St. Augustine, "is to be expected form children, nor is insight the first thing to be sought, but the first thing is objective compulsion, discipline,

and subjectively obedience." Not the natural development of religious and moral personality was to be the aim of education, but implicit belief and obedience; man, he held, could gain his end not by his own effort but only by grace.

Not until the Renaissance and the movement of Humanism is there hope of full release of the suppressed view of man as destined for unfoldment from within of a free personality, of reverent regard for childhood as the germinal period for such development. Here we find among others Vergerius, Aeneas Sylvius (later Pope Pius II), Vegius, Erasmus, Vives and Rabelais returning to saner views.

To teach, *Vives* holds, is to communicate what one knows to others who do not know it. While the teacher does this he should not neglect self-activity; for the capacity to know, intellectual power, lies in man. The teacher, therefore, need only do what the sun does which with its rays stimulates the germs. All else is drill, and not teaching. To him, the first teachers are the senses; thought begins with induction; individuality must be respected and such individuality is revealed more especially in play.

Rabelais calls for clearness in instruction, not for words only but also for things so that the children may learn to see for themselves and to examine. He would seek habituation to self-activity and to self-dependence in thinking, secure harmonious development and application of what has been learned, in practical life. He would pass from things to words, from personal experience to understanding, make learning pleasant by the stimulation of spontaneous interest, by encouragement of effort, sympathy and helpfulness.

Lasting progress is made by *Comenius*, the pedagogic disciple of *Lord Bacon*. "Knowledge, the latter had said, delivered to another, and a web to be further wove, should, if possible, be introduced into the mind of another in the manner it was first procured. Any one might review his knowledge, trace back the steps of his own thoughts, begin afresh, and thus transplant his knowledge into the mind of another as it grew up in his own." Upon the senses he looks as "the port of entry to the intellect" proceeds from the easy to the difficult, and would suit studies to individual needs.

To *Comenius* "man is a microcosm; his mind contains the seeds of all things." Man's essential characteristic in earthly life is continuous development into rationality, into wisdom, virtue, piety, These three innate principles are aided in their development by education. He takes lessons from the tree and from the bird hatching its young, both beginning from within. He warns against haste, against the forcing of instruction; demands that everything be taught thru sensuous perception and for immediate application, that the pupil be interested, that mere authority yield to demonstration, books to personal experience. The sun teaches him that each thing is to be generated from its seed and that everything is to be taught in its vital relations, that all things should be generated in a regular order, each step preparing for the next and resting on a preceding step, and that nothing useless or foreign to the child's nature be taught. For "nothing can be put into man from without; only what he possesses within himself undeveloped, can and should be developed and unfolded and shown to be what it is."

CHRISTMAS.

Dr. Mary E. Law, Toledo, O.

One of the most significant things that Froebel did for the kindergarten was to recognize and make practical the fact that it is more blessed to give than to receive. Anyone who has seen the radiant little faces and the busy little fingers at Christmas time in the kindergarten can readily believe that Froebel announced a wonderful law, when he said that the young child was unselfish and liked to do for others. The Christmas gifts for papa, mamma and the other dear ones should be the work of the children. Then the deft fingers and the skilled taste of the kindergartners should come to their assistance in the making of the bits of handiwork into useful and beautiful articles. Sachets, handkerchief cases, pen wipers and book marks are mere suggestions of the many beautiful things that the children can make. Of course there should be a Christmas tree and all the decorations should be the children's work. Appropriate games and songs should be played and sung around the tree and finally the presents distributed by the children themselves. Nothing should be placed on the tree but the children's own work. If the teacher or kindergartner wishes to make each one a little present,—not as a reward for merit,—let it be done in some original way, as a Jack Horner pie or a horn of plenty to create a little surprise. Of course a little feast should be provided. The story of the historic Christ child or some other Christmas story should be told, but religious inferences of every kind should be avoided. The Jewish children and many others do not believe in the divinity of the Christ child and we must remember that in the public schools we have no right to offend the least of the little ones. The sand table can be used and the old city of Bethlehem made with its quaint houses, inns and the stables and manger where the Christ child was born.

Some of the songs are "The Little Town of Bethlehem," "Shine Out O Blessed Star," "Santa Claus," "Around the Christmas Tree," "Christmas Chimes."

Note.—Do not discuss the Santa Claus question. Do not put candles on the Christmas tree.

Oakland, Cal.—An artistic Hallow'en party was enjoyed Oct. 30th, at the Horton school by the kindergarten children, their parents and friends. The assembly hall was decorated with yellow chrysanthemums and the children wore paper Hallowe'en costumes of most attractive design. The kindergarten is in charge of Miss Alice Rowell, who is assisted by Miss Mabel Pool.

Our greatest glory is not in never falling, but in rising every time we fall.—*Confucius.*

GENERAL SUGGESTONS FOR DECEMBER PROGRAM

By JENNY B. MERRILL, Pd D.
Former Supervisor of Public School Kindergartens, New York City: Special Lecturer on Educational Topics

Dear Kindergartner:

Have you joined the group of kindergartners who are studying the "problem program?"

If not, December will prove the very month to begin for the children will have more little problems than usual, and what is more, you will too!

Miss Hilda Busick, who is one who has tested the problem program, recently addressed the N. Y. Public School Kindergarten Association upon the subject.

To show that there is not, externally considered, a very great difference between the problem program and others, Miss Busick said, "We may have the children do and make the very same things as heretofore, but we work with a different purpose, a different attitude towards the program. We are forced by it to keep the child more in mind, and the system less."

Surely this month of December, Christmas month, is just the one of all the twelve to begin if you have not already to "follow the child." It is the children's month.

It is also a month during which the children will, all unconsciously, reveal the religious prejudices of the home, thus giving us new clues to follow in adapting the program to their previous experiences.

Again, children are naturally selfish. Have you considered how prudent nature is in making them selfish? She wants them first to learn the important lesson of *ownership*, so that they can respect the right of others to possess. "It is mine," the child exclaims, and often even fights for his own. It is right and necessary that he should.

If we interrupt this lesson before it is well learned in nature's way, the child may lose respect for the property of others as well as his own.

We should show great interest in these little property disputes of children and help them when necessary to settle the matter fairly. The affair may seem so small to us, so inconsequent that we may be inclined to say, "Never mind. Give it to your brother. He is younger than you are."

So a mother told me recently that she always made her four year old Robbie give up everything to his two year old sister in order to teach him not to be selfish. Was this good for the sister? Was it good for Robbie?

Robbie could not learn to take care of his own toys in this way, and the little sister would grow more and more selfish and tyrannical.

I have made this digression because at Christmas time we can off-set this excessive love of *getting* by making it also pleasant to *give*.

We appeal to the childish imagination by telling how much work Santa Claus has to do, and how he asks every one to help him.

Who wants to help? What can you do? Lead the children to suggest their own little problems. Once started they will soon think of others.

If however, you have cause to believe that the children in your particular kindergarten will have no visit from Santa Claus in the home to supply their love of owning a doll, a train, a set of dishes or a picture book, does it not, should it not become *your* problem to find friends during early December willing to help you make it possible for every child to receive "the very thing longed for" on Christmas day?

To prepare the way for this happy result you can encourage each child to tell in various conversational exercises just what he wants Santa Claus to bring him. Keep the list without letting the children suspect you. Suggest writing a letter to Santa Claus. (The children are led to oral composition in this way.) Some day, give each child a piece of white paper, let him scribble his letter, then read it aloud, make his envelope, scribble the direction and mail it in a box especially prepared for the purpose. It should be a pretty box.

Such work is truly educational, not only developing imagination, but also *will* power to *choose*.

Some grown folk never can choose and hold to a decision, and so fail in life.

Froebel brings forward this invaluable lesson of choosing in his story of the visit to the "toy man." All kindergartners should re-read this story at this season not alone for themselves, but also at the December mothers' meeting.

Do you perceive that I have been suggesting two probable problems that will arise in preparing a December program?

The poorest child as well as the richest will enjoy *making* little gifts but his little mind may need stimulating to choose what he wants Santa to bring him while the child of abundance should be led to concentrate his attention upon bringing gifts for others. He may be led to select some of his toys to send to sick children, possibly helping to mend them if broken.

No child should, however, be forced or even urged to give up a doll or other favorite toy. Here again ownership should be respected.

It is quite right to let children choose such things that they have discarded saying they will be dear to other children. Do not force generosity too far even with those who have many toys.

Some day in the circle, after the children have told what *they* want, ask, "Now what do you think your

mother wants? father? brother? sister? baby? grandma? auntie?." (Here is a series of problems.)

"Do you suppose if we work hard this month, we could make a little present for every one in the family? For whom will you make the first present?"

Here, you see, is a little problem for each child to decide. "And what shall it be?" Here is a bigger problem to set little minds thinking. Take time to talk it over. Get a paper and pencil, write down the name of the child who has an answer ready. Many children will accept what others have suggested. This will simplify your problem if your class is large. After writing one child's choice you may even ask, how many others want to make the same thing for mother?

If no children are ready to suggest a possible gift, show in the circle several little tokens similar to those made last year, asking, "which of these would you like to make for your mother? What color does your mother like best? Suppose you ask her but be sure not to tell her what you are going to make for that is our Santa Claus secret, you know."

Now I think I hear a kindergartner saying, something like this—"It will be much easier to decide upon the gift myself and have all the children make the same and also use the same colors."

"Certainly," I reply, "it is much easier, and also rather stupid and mechanical that we should so neglect individuality after all that Froebel and Montessori and many other good educators have been trying to teach us for many years.

Still if this must be done because of undue numbers or because of uniform supplies, even then you can prepare several little gifts, show them, and let the majority decide which one shall be for mother, which for father and so on.

Then a little rivalry and individuality can be introduced in seeing who will make the gift most carefully, but even after that is decided, you may add, "I am sure *your* mother will like yours best of all because *you* made it."

"The letter killeth, the spirit maketh alive." I have been trying to show the spirit of a problem program. Such a program first of all regards the individual child. It strives to work with a *purpose* in view. It stops to consider what is *worth while*. It permits the child to help in organizing the work and best of all, it respects initiative or it waits and stirs it up if its lacking.

For detailed help, we suggest that you re-read back numbers of our December Kindergarten Magazines. I have done so and will try now to compile some of the happy hints, but you will do well to hunt these articles up and select for yourself. Those given in 1907 and 1908 seem particularly rich in suggestions for varying environments. They are far too many for any one class. *Your* problem will, like the children's, be one of choices.

Even though you may be an experienced kindergartner, one who has for years made many little ones rejoice at Christmas time, still a conference with others, may bring a fresh thought for this another "Merry Christmas."

Wishing all my readers a very merry Christmas and a Happy New Year I am, very sincerely,

Your friend,

JENNY B. MERRILL.

HOW TO GATHER MATERIALS FOR THE DECEMBER PROGRAM

1. Take a sheet of paper and write rapidly a list of words that are associated in your mind with Christmas. Do not try to think of any logical order but rather let images come trooping to your mind from your many years of Christmas joys. Here they come:

Christmas tree.
Santa Claus.
Reindeer.
Babe of Bethlehem.
Manger.
Angel.
Shepherds.
Star of Bethlehem.
Bells ringing chimes.
Wise men.
Camels.
Gifts for the baby.
Toys.
Christmas presents.
Christmas stocking.
Chimney.
Fireplace.

2. Make three lists of stories, songs and pictures that these words or those you have written bring to your mind, thus:

1. STORIES.

(a) The story of the Shepherds who were watching their flocks one night and were watching the stars too. What they heard. What they saw. Where they went. What they found.

(b) If this story is not permissible, tell other stories about shepherds. The shepherds in Central Park, if you happen to live in New York. How a kind shepherd found the sheep that was lost. Story of the shepherd's crook. Nursery rhymes about sheep.

(c.) The story of the wise men on camels who brought gifts to the Babe of Bethlehem after they saw His Star in the east. (Point to the east. Have you ever seen a star in the east. Look tonight.)

If advisable omit this story and substitue a picture of a camel or let the children tell about camels they have seen.

(d.) A story of Santa Claus and his home. How he works for the children.

(e) "The night before Christmas." (Read or recited to the children many times).

(f.) Stars in the sky. Stars in the snow. (This will be a story of your own.)

(g.) Another original story to tell how Farmer Brown sent a Christmas tree to the grocery store on our corner. (How can we get it?)

(h.) Froebel's stories of "The Toy Man and the Boy" and "The Toy Man and the Girl." (How children should behave in a toy store. Santa Claus does

not like greedy children who want too many things. Can you choose?

(i.) "Bessie's Visit to Toyland."—Maud Lindsay.

(j.) Piccola—In the "Child's World," "Santa and the Mouse."

Note.—In introducing these stories or others of your own choosing, be guided by the children to some extent. No particular order is necessary. The children's questions from day to day or their reports on Mondays of their home experiences will enable you to judge what story they are ready for. Tell the stories soon enough to have time to repeat them.

Let the children dramatize them gradually during the game periods. Be satisfied with very crude suggestions for these plays. The children will improve the plays themselves from day to day. This is one of *their* problems. Let their minds work as well as your own. Occasionally make an improvement yourself if necessary.

The children in one kindergarten planned a chimney by making a small ring of four children and had Santa Claus enter on one side of the little ring and come out on the other where two of the children held up their arms to form the fire-place. Later they stood another child near the chimney for the tree. Later yet several children impersonated toys, followed Santa Claus down the chimney and stooped down near the tree waiting for the other children to wake up on Christmas morning.

Two children who represented father and mother, woke the children with a "Merry Christmas" and they all ran to the tree to find what Santa Claus had left for them.

Of course the "live toys" soon showed by motions what they were supposed to be. It was most interesting to see the children devise ways to play with these "live play things."

The game of the "Toy Man's Shop" which they had played previously was suggestive to them.

2. SONGS.

(a.) Once a Little Baby Lay.
(b.) Once in Royal David's City.
(c.) Christmas Bells.
(d.) O Star of Wonder.
(e.) Twinkle, Twinkle Little Star.
(f.) O Wonderful Tree.
(g.) "O Christmas Tree, O Christmas Tree. We Children All are Fond of Thee."
(h.) Who Comes This Way So Blithe and Gay?
(i.) Old Santa Claus Puts on His Cap.
(j.) Jingle Bells.

Note.—Examine all of your song books carefully. Select a few old or new songs which seem best suited for your kindergarten. Usually teach but one stanza unless the song gives a story. If the words are too difficult or the song too long, let the children listen while you sing. They may join in the chorus or wherever they can. Have sleigh bells or chimes to ring if possible.

There is a musical selection called "Santa Claus' Workshop" which is now being reproduced on the Gramophone.

3. PICTURES.

(a.) The Toy Man from "Mother play" and other modern pictures of toys and toy shops.
(b.) Draw a border of toys on the blackboard as a decorative border.
(c.) Pictures of a shepherd and his sheep.
(See Kindergarten-Primary Magazine, Nov. 1914.)
(d.) Pictures of the Wise men, or,
(e.) Pictures of camels.
(f.) A country scene showing fir trees and snow.
(g.) "O Christmas Tree, O Christmas Tree, We Children All are Fond of Thee."
(h.) Picture of family around a fireplace.
(i.) Pictures of The Nativity and Madonnas. The Holy Family.
(j.) Appropriate Christmas seals.

Note.—A few of these pictures may be secured in quantities in tiny sizes and used in mounting upon the Christmas gifts. Do not send Madonnas into Jewish homes, but select a family group. Some kindergartners who can use a camera, take the children's pictures in groups of three or four and use them as gifts to the delight of parents. Use Christmas seals on gifts or on invitations to the party.

MAKING GIFTS.

Prepare several simple gifts to show the children as previously suggested in case they do not advance ideas themselves. Let them guess what they are and how to use them. Possibly let them see you make some of these gifts. Useful gifts are best, as

(1.) *Calendars* an inch or two square mounted on a stiff red or green card with a Christmas seal, or a pretty scrap picture above the dates. There is no work for the child but mounting and adding a ribbon or worsted loop.

(2.) The child's own photograph is sometimes mounted and makes a welcome gift to a mother who cannot afford to have her child's picture taken. The child may choose the picture if scrap pictures or seals are used. Let as much of the child's *thought* be in the gift as possible. It is this that makes it *his* gift.

(2.) A favorite gift for father is a blotter. If red and green blotting sheets alternate, it makes a pleasing effect. See if the child can tell why it is best to choose these colors at Christmas. Let the child separate the leaves of a small calendar and count them. Give three pieces of blotting paper and let the children find how many pieces of the little calendar can be mounted on each piece of the blotter. Which months must be pasted upon the first leaf? the second? third? Let the child *place* the pieces and wait before pasting. Tie together or use a fastener. Talk about the use of a blotter. Let the children see you use one. Ask if father ever uses ink? Why will he like to have a blotter?

(4.) A napkin ring. See if child can choose materials. Fringe paper napkins for the ring.

(5.) A picture book for little sister or brother. Where will we get the pictures? How will you make the book? Can you fold leaves nicely? Can you sew them together? What color will you sew with? How many leaves do you want?

(6.) If the children are old enough to weave, show a sachet case made of two small mats pasted

together. Let them guess what is inside. Will grandma like one? Where will she keep it?

(7.) A fancy box. Decorate with parquetry or pictures. What can be kept in it?

(8.) A fan. Let the children suggest how to make it and decorate it.

(9.) A doll. Children suggest how to make one or dress one after buying it with their pennies.

(10.) A ball. Made of paper and wound with cord or worsted. A snow ball or balloon folded.

(11.) A picture frame. Children suggest how to make one and what to put in it.

(12.) A kite for brother.

(13.) A picture puzzle. Children select a pretty one. Mount it on a card. Cut it in several pieces. Make an envelope or box to hold the pieces. Who is it to be for?

(14.) A cornucopia to hold candy or popcorn or to hang up as a receptacle for scraps. Let child suggest how to line a mat and puzzle out how to turn one short edge over a long edge to make it the right shape.

If children do not weave, thin cardboard can be used, the edges being tied together. A colored piece of paper of the same size should be used as a lining, the edges being pasted together.

Have children decide what is needed to hang it up.

(15.) A rattle. Let child bring from home a box shaped like our "cylinder." It may be of tin or card. Perhaps mother has a hair-pin box. Let child suggest what to put in that will rattle but not be too noisy. Let him experiment with different sized pebbles and seeds. (See another description of a rattle in this magazine.)

(16.) A flag. A scrap book showing many kinds of flags.

(17.) A swing. A hammock. Use spools to hold uprights. Fold the sofa form for the seat. Let children think of other ways.

(18.) A small doll house in a shoe box. Child making it must plan the furniture.

(19.) Stores and shops in small boxes. These make nice playthings for brothers. Try a blacksmith shop. Let the child decide what to put in the box to make it look like a blacksmith shop or carpenter's shop, or a grocery store, etc. A man to tend the store may be drawn by the child at the back of the box, or if one can be found on a picture card it can be mounted.

Free cutting, folding, coloring, and clay modeling will all help in fitting up these boxes.

(20.) An old fashioned "poppy show" can be made in a box. Paste tissue or translucent paper over the top and cut a hole in one end of the box to peep in. Let the child decide what pictures to paste around the sides of the box for the "show."

(21.) Decorations for our kindergarten room. Every child will help. Who will make chains? stars? lanterns? icicles? colored balloon balls? what else?

How sharper than a serpent's tooth it is
To have a thankless child.—Shakespeare.

AN IMPROMPTU TOY STORE

JENNY B. MERRILL, PD. D.

Last month I described a carefully arranged toy exhibit. This month, let me relate a delightful Christmas experience connected with what I have denominated "An Impromptu Toy Store."

In one of our large public kindergartens in New York City, in a Jewish quarter, where Christmas trees are not deemed expedient, the Christmas celebration consists in *playing toy shop*. This delightful play is not excluded from any kindergarten. All over the city, during the last weeks in December the playful gymnastic exercises are wont to take the form of the various movements of toys. For example, the children love to stoop down, clasp their hands above their heads, and at a touch, throw their arms up, giving a spring upward at the same time to represent a jumping-jack.

It is a fine exercise, developing elasticity and poise.

I have seen children play "jump the rope" imaginatively, or spin a top, fly a kite or trundle a hoop.

Sometimes instead of imitating one toy in unison, each child chooses in turn what toy he will be, tries to represent it and those not acting try to guess what toy is meant.

It is great fun to play "Noah's Ark." There every child is an animal. Partners are chosen and two by two, the little ones march into the ark, imitating as they walk the varying motions and sounds of animals. The ark is made by two adults or taller children who clasp hands facing each other, lifting their arms to represent an arched doorway.

In these playful ways, the interest in toys contributes to an awakening of imagination and tests well the powers of imitation.

But the child wants a real toy, too, at Christmas time. So thought Miss Rita Klein and her associates in P. S. 75 Manhattan.

To add to the celebration, the crippled children of the kindergartens of P. S. 2, Manhattan, were invited to visit their neighbors in P. S. 75 a few days before the closing of the school. I was so fortunate as to be a guest of honor.

The kindergartners, assisted by a few generous friends, had provided a simple toy for every one of a hundred and fifty children. These toys were arranged openly upon the kindergarten tables to represent a toy shop, the tables being the counters of show-tables.

There were dolls, sets of dishes, both china and pewter, blocks, bean-bags, engines, drums, nine-pins, steam cars, wagons, toy stoves, wash tubs with their accompanying washboards and wringers, soldiers, dolls' rocking chairs, telescope blocks. I think this list covers all. I understand that each toy came within the ten-cent price.

This impromptu toy-shop was fascinating in arrangement. It was no careless lay-out.

At the opening exercises the children of the two visiting kindergartens were given the use of the kindergarten chairs, and the other children sat in social

rings on the floor greeting their visitors with a song of welcome. The little cripples, quite unconscious of their afflictions, which we could never forget for a moment, sang a return song of greeting.

It was indeed pathetic to see them represent toys, but they did it finely, especially well did they represent the motion of a rocking horse. It seems that some kind friend had presented a big hobby horse to the kindergarten and the wise kindergartner had used it to encourage even the worst cripple to try to climb on the horse's back. The joy of a horseback ride led to desperate efforts to climb, and now children who could not get off their chairs manage to work themselves around a room with the help of such objects as they can reach. So much for the history of this toy horse.

Miss Klein in a few well-chosen words, asked who ought to be served first when there is company. All responded readily, "The company."

"This is only a play toy store," continued Miss Klein, "and no one needs to pay for his toy. I am going to let one of my children invite one of our visitors to walk around our toy-shop until he sees the toy he wishes for his own to keep and take home. Each child may have one toy. Look around well before you choose. Don't you think it will be nice for one of our children to invite the visitors to go to our toy-shop? I think you may go, two by two." (A few couples at a time went to the store.)

Thus the party began. There was no noise, no confusion, but also no unnecessary constraint Good company manners ruled.

I watched with eager attention to catch the first choice made by a boy. It was a *fire engine.* But the boys soon began to choose drums and the music began. To our surprise, one boy chose the washtub and its accompaniments. An inquisitive little fellow, seeing a closed box, wanted to look inside. It was a game of lotto, seemingly beyond a kindergarten child, but the little circular blocks, the cards and the square pieces of glass had relation to some of our kindergarten materials. The boy was satisfied and accepted the box. I watched to see if later he wanted an exchange. No, indeed, he clung to his game, the only one in the collection. The girls did not choose dolls as quickly as sets of dishes. We decided it was because they already possessed a doll.

When the noise of the drumming grew rather deafening, one of the kindergartners stepped quietly to the piano, played a piece with marked time, and at this magic touch the children fell into a rhythmic beat which was restful, as well as a training in the time-sense.

The most natural discipline was maintained throughout the morning. No one shouted, no one was hilarious, but all had a genuine good time and a wise training in entertaining friends. Not one of the children asked to change his choice as far as I observed. It is an excellent plan to require children occasionally to make a choice and adhere to it. These children seemed well trained along this line.

Froebel in his book entitled "Mother Play," advises parents to converse with the child before taking him about behavior in such a place. "To be forewarned," will prevent the child from touching what is not his and impress a needed lesson in self restraint. We can enjoy many things with our eyes that we may not touch.—From PLAYTHINGS.

THE RELATION BETWEEN THE KINDERGARTEN AND THE ELEMENTARY SCHOOLS

BY JULIA WADE ABBOTT

"The introduction of industrial education as a basis for the curriculum of the elementary school has tended to unify all divisions of the school, including the kindergarten, which has always emphasized this phase of education in its curriculum. The conception of 'handwork' as industrial arts has dignified the use of all mediums of expression and placed emphasis upon their intellectual value. They have too often been regarded as 'busy work' by the primary teacher, and neither kindergartner nor primary teacher has worked out the possibility of original thinking that may be demanded of the children in the form of problems that come through using materials for a given end.

"The problem of adjustment between kindergarten and elementary school means that every kindergartner and primary school teacher should regard her school room as a laboratory, only in this way can she do real teaching. When the teacher recognizes the worth inherent in each division of the elementary school, and tests these values through actual experimentation, then the work with the younger children will become illuminated and she will discover that they are universal, and the system of education will become a unit from kindergarten to university."—Excerpt from address.

At the annual meeting of the Connecticut Valley Kindergarten Association, held at Springfield, Mass., Nov. 7th, a resolution was passed favoring the postponment of the annual meeting of the International Kindergarten Union until August—the meeting then to be held at the Panama-Pacific Exposition in San Francisco, in connection with the National Education Association. Francis McSherry, superintendent of the Holyoke public schools, gave an address on the relation between the kindergarten and elementary schools. Miss Ella Imogene Cass of the New York Kindergarten Association talked on kindergarten games, and her address was followed by an hour of games, played by the teachers, with Miss Cass as director. Miss Angeline Brooks spoke on the early history of the Connecticut Valley Kindergarten Association. Officers were elected as follows: President—Miss Anna Bullard, Hartford. First Vice President—Miss Harriette E. Price, Hartford. Second Vice-President—Miss Caroline E. Meacham, Holyoke, Secretary—Miss Mabel J. Corwin, Hartford. Treasurer—Miss Grace Davis, Holyoke. Auditor—Miss Nella M. Stockwell, Springfield.

MOTHER PLAY

THE CHURCH DOOR AND THE WINDOW ABOVE IT

See page 104.

Translated from the German of Friedrich Froebel

By Bertha Johnston.

MOTTO FOR THE MOTHER.

Since whre'er harmony appears to rule the many,
Where'er it speaks in form or hues or tone,
The young child's feelings early are attracted,—
Do not neglect, to foster this, oh parents.
Help, above all, the little one to feel,
That, strivings toward the highest all unite.
Thus to pave the way for life's greatest happiness,
Is not so difficult as you may imagine;
But this idea must live within yourself—
And be the soul of everything you do.

The highest gift you then to the child have given;
Safely now, it rests within himself;
Nothing now, has power to rob him of it—
Now, at one, is he, in mind and heart and spirit.
Give, O parent, to the child this faith,
T'will reward you, all its whole life long—
Do not think he is too young or little,
For in the smallest child a magnet lies—
Which e'er shows him whereto life's harmony blesses,
And what feelings through division delude.
If you then, would have your child at unity with you,
Let your unity with the one, appear in all that you are and do.

Song For The Child, (Free Translation.)

Through the window, glorious, bright,
Shines the cheerful morning light.
Turned to yellow, red, green, blue,
As the glass it shineth through.
Splendid are the portals wide,
Leading us to seats* inside.
Here, the one who enters will,
Sit attentive,—very still.

The preacher speaks of flowers, birds,
And lambkins,—using easy words.
Just how we feel, to know, he seems,
When we watch the moon's bright beams.—
Just how we feel when snuggling near
Father, mother, grandma dear.—
And when he speaks and sings so true
It makes us feel like singing too.

Clear the bells now ring the hour, high up in the steeple tower,
Bim, bam, bom!
Hear the organ, rich and sweet, let us its deep tones repeat,
Hum, hum, hum!
Now the preacher's tones so ringing, sets our happy hearts a-singing!

*Church bench can be made by placing one hand horizontally lengthwise against the other held vertically.

COMMENTARY FOR THE MOTHER.

The forearms held as perpendicular as possible, form the doorposts; the hands, so inclined that the little fingers approach each other, make a kind of pointed arch. The four fingers of one hand lie somewhat spread out across those of the other, making, as it were, a window directly above the door while the thumbs stand up like two small belfries.

All spontaneous expressions of child life are symbolic; their external manifestation points to an inner reality, a spiritual basis. Hence, the spiritual charm, the attraction of all guileless expressions of child nature, for the reflective mind.

What the child anticipates and seeks, quite unconsciously and obscurely to itself, (and therefore so easily mistakenly) in life's manifoldness, he perceives preferably, in life's unity,—the oneness, the harmony of life, wherever it declares itself to him.

Collective, reflective and deliberative gatherings, give him a sense of this, from his previous, newly-acquired plane of development, on. Hence the attraction for children of all adult meetings, particularly of their deliberative assemblies. Hence, where the churchgoing of a family has a genuine spiritual significance, a real relationship to its daily life, this accounts for the genuine, if temporary joy, of a child, in a visit to the church.

It is not the content of the words there said and sung, that first and foremost, so allure, but—that *all* is said and sung, with attentiveness and in unison. The charm consists in the fact, that in *everything*, the speaking, the order of exercises, and the singing, there is positively declared a common, all-uniting point of contact, of relationship. Consequently, here he finds the nurturing, the strengthening, the first interpretation of those presentiments, those searchings, those feelings, that life, that so stirs him. Here he experiences unity, agreement, harmony, in the community life.

But, when come the inevitable questions about the words and their meaning, the child must be answered suitably, according to the range of his experience, his feelings, his imagination, his spiritual development, and needs. This playsong aims to give suggestions toward this end. It gives hints for two different planes in the child's development; for a narrower one and a broader one; an early one and a later one.

You, intelligent mother, must thoughtfully examine, and select from these, develop them and go on with them. For this were they given. One thing, remains however, always the most important. That is, the fulfilling, the corroborating, the confirming, of these presentiments of the child; the harmony, that speaking to the heart is re-echoed in the heart, and is reflected in life's serene harmony; unity and harmony with life's unity, source and foundation; with

The Life of all life,
The Light of all light,
The Love of all love,
The Good of all good;
God!

ADDITIONAL SUGGESTIONS FOR THE GRADE TEACHER.

This mother play is next to the last in Froebel's series of 49, and its theme is that ideal which domi-

nated his own life—the search amid life's tangles and conflicts and opposing forces, of a reconciling principle—the desire to create order out of chaos, of harmony out of discord; in his own words, to bring about the "reconcilation of opposites." Every one of his occupations and plays and games can be made to illustrate this principle. Yet, so wise was this teacher of little children, that, altho the principle may be clearly enough in the mind of the mother or kindergartner it is not forced upon the child; he is led to make use of the law more or less unconsciously to himself; later its meaning will dawn upon him.

Froebel calls attention frequently to the need of an harmonious environment even for the little child; especially important is it that the spirit of the teacher, the parent, should radiate serenity. Irritated nerves and tempers react promptly upon the spirit of the child. And, on the other hand, how delightful it is, to take in hand a child who shows evidence of being continually crossed and irritated at home, and observe how little by little he responds to the serene atmosphere of the kindergarten and loses his spirit of opposition.

Particularly at the Christmas time it is desirable that boys and girls should be helped to look for and to create harmonious relations wherever possible. Let them realize the great ideal for which America stands—the country in which all races, all creeds are learning to live in happy, self-respecting harmony. Help them to feel that despite differences of race, creed, and business competition, that where there is a will there is a way, and true happiness and well-being comes from being true to one's own convictions while making due allowance for the point of view of others.

Talk of the bells, eight in all that compose the scale, and how if each is true to its tone-ideal, perfect harmony ensues. Also, speak of the organ and its wonderful mechanism, in which each detail is necessary to the perfection of the whole. But, even if the organ be perfect, it needs a beautiful spirited organist to make it quite all that it should be. And if the preacher does not ring true, the entire service fails of its perfect message. Help them to feel that one aspiration underlies the true believer in synagogue, church, temple, or roofless forest.

The picture suggests interesting conversations upon church architecture, and the reason why in hot and brilliant sunshine, the stained glass windows developed to such perfection. What is the effect upon the spirit of harmonious architecture and beautifully harmonious colors?

BELLS.

Let the children cut bells of colored silver or gold paper, and write a Christmas motto thereon, or draw a bell on a card and paste a tiny calendar on it. Mold bells of clay. Read yourself, or let the children, Schiller's noble "Song of the Bell" which mingles in a wonderful way suggestive of the various processes of bell-making, as symbolic of events in human life.

CHURCHES AND TOWN HALLS.

Let the children build churches of the kindergarten blocks. Even boys and girls of ten or eleven should enjoy using the more advanced gifts thus. Let them build town-halls also, and discuss the importance of parliamentary rules in maintaining order, harmony and enabling all at a meeting to have fair play. Discuss the characteristics of an able chairman.

Have children bring pictures of churches and famous town-halls and parliamentary buildings such as the capitol at Washington, the houses of parliament, and the like.

WINDOWS.

Let the children fold a piece of white paper once and then cut out a framework, such that when opened out, it will display an imitation of a church-window frame, either round (rose window) or gothic. On the back of this, colored papers may be pasted to enhance the resemblance. The occupation gives opportunity for considerable ingenuity. The results may be used as book covers, or at the base of each a tiny calendar may be pasted.

We agree with Froebel that the mother can give her child no greater gift than a sense of the underlying unity and harmony of all life.

PITTSBURGH, PA.—Mrs. Marion B. B. Langzettel, of the Froebel League, New York, gave two lectures in the Twentieth Century club-house, Oct. 30 and 31, for the Pittsburgh and Allegheny Free Kindergarten Association. "Comparison of Montessori and Kindergarten," and "Mother and Teacher."

SCHENECTADY, N. Y.—A very entertaining time was spent by the members of the Union street school kindergarten Oct. 30th. The little tots took part in a number of the exercises. Miss Gertrude Hart had charge of the progam, and a number of the parents were present duing the exercises.

SPRINGFIELD, MASS.—Miss Ruth Cass of New York spoke on "Kindergarten Games" at the meeting of the Connecticut Valley Kindergarten Association in the Central High schol, Nov. 6. Miss Fanniebelle Curtis, supervisor of the New York Public Kindergartens, was to have been the speaker, but she could not be present.

HAMILTON, O.—The new kindergarten in the Lincoln school building opened Nov. 2, under the direction of Miss Mary Scheil and Miss Wilson, with fifty-two children in attendance. It is expected that before the end of the month the attendance will be greatly increased.

World Book Company has moved its Chicago office from 104 South Michigan Avenue to 6 North Michigan Avenue. The office is on the 19th floor of the Tower building, which is on Michigan Avenue at the corner of Madison street, halfway between the Public Library and the Art Institute of Chicago. Teachers visiting Chicago are always welcome.

He most lives who lives most for others.

A LANGUAGE HINT TO MOTHERS.

JENNY B. MERRILL, PD D.

Note.—The following article will serve to open up a profitable discussion in a Mothers' Meeting upon the general topic of language development in young children.

The kindergartner should prepare herself by reading up the subject or appointing several able mothers to do so before the meeting or after it.

The following readings are suggested:

The Child Trainer, pages 311-358.

Fundamentals of Child Study, Kirkpatrick, 222-244.

Education of Man. Blow Traverlatin 52-54.

The Psychology of Childhood,' Tracy. Chap. V.

The last is an advanced study.

A child's success in mastering the use of the pronouns, especially "I" and "you" in the second or third year is quite a test of his mental ability. Have you ever observed a little one in his first attempts to use these pronouns instead of constantly repeating proper names?

Sometimes mothers and nurses retard unconsciously the natural progress of even a bright child in this particular by constantly using his name in addressing him.

A case of this kind came to my notice recently. It was so marked that it suggested this article to me.

The child was four years of age and friends were beginning to consider her defective in mentality as she never used "I" but always repeated her name.

I chanced to spend a morning with her in the nursery. This is a sample of the conversation of her nurse. "Sally must be a nice girl." "Sally must tell mother all about her doll." "Sally mustn't touch this." "Does Sally want an apple?"

In similar fashion the nurse used her own name over and over again as, "Katie will tell mother that Sally is a good girl." "Katie must wash Sally's hands," etc., etc., etc., ad nauseum.

I no longer wondered at Sally's failure to use pronouns!

This habit is formed doubtless, during the child's babyhood, and tends to persist, because there seems to be a tenderness in these babylike forms of expression to some folk.

It may be necessary to familiarize the little ones with their own names and the family names but we should gradually drop them in the second year.

One day I was playing "Trolley Car" with a little boy about two years and a half old who was beginning to use pronouns.

I determined to "practice pronouns" while we played, though quite unconsciously as far as "Bennie" was concerned.

As we began to play, I found myself using the third person, so strong is the habit in addressing a baby. I had said, "Does Bennie want to be conductor?" I changed at once to "Do *you* want to be conductor, Bennie?"

Our later conversation ran somewhat as follows: "When I hold up my finger, *you* must stop the car, Bennie." The car stopped. *You* must help me get on. *You* must take my money." (We had buttons for coins.) Now, *you* must ring the bell." Will *you* please give me a transfer?" (We had paper slips for transfers.) "*I* must get off here." "Ding-ding, ding-ding."

After a while we changed places. I was conductor and the little fellow took great delight in holding up his finger and repeating.

Bennie hesitated occasionally in using the pronouns, but as we kept up the play for nearly an hour, he had much practice. Children do so love to repeat and repeat simple imitative acts in play that I tired long before he did of getting on and off the car and of practicing pronouns.

A child uses "me," the adjective form, more readily than "I." "Give it to me," is not difficult for the child to acquire, but sometimes mother hinders even this pronoun by using the noun even in the objective case, as, "Baby give the ball to mother," in speaking of herself.

It is wonderful that children acquire language as early as they do, but even so, do we need to put obstacles in the way?

Children learn language as they do almost every other thing by imitation in their early years. Therefore beware of the language copy set!

Suppose instead of *playing* the desired word into baby's mind in such a simple game as I have suggested, that a mother should punish a child for using his own name as Sally did!

I knew a mother who really did so, for her little daughter was four years old, and she feared her friends would think her backward. Such a plan is very unwise and leads to *fix the error in mind.*

Those who have read Dr. Montessori's chapters on discipline, will perhaps recall her rather unusual advice, "Ignore mistakes." It is surely good counsel for talking about error serves only to fasten it upon the child's mind.

Negative discipline, the apparent duty to correct mistakes, so long held sway in our nurseries and schools that it is exceedingly difficult to oppose it, but those who are trying *positive discipline* find it works better. It is more effective to keep suggesting the correct form or the right thing to do, with a word of approbation, until the error drops away, dying for lack of notice.

Those who adopt "positive discipline" are not in danger of forming that dreaded habit of "nagging" at a child. Why do so many women "nag?"

May it not arise from this very habit of watching for every little mistake a child makes thinking it a duty to correct it at once? The better, healthier, way is to watch ourselves, watch the helpers in the family, and trust much to the power of example, and of suggestion.

This "positive" method which is being recognized more and more as superior to the "negative," is capable of far wider application than many are inclined to give it.

At least there will be no harm in applying it in helping the baby learn to talk correctly. Give him good copy. "Ignore mistakes." Keep up the copy. Play with words. Speak distinctly. Avoid baby-talk.

A clever kindergartner once told me that each week she selected just two new words to impress upon her little Italian group. She used them over and over in stories, in songs, in games and in work until these two words stood out clearly, and the children began to catch their meaning. She used them naturally, correctly and frequently. The children's progress in learning to speak English was remarkable under this method. Strong *action* words were made prominent at first with gesture and in playing games. Does Dr. Montessori's principle of discipline—"Ignore mistakes"—extend to some of the big things of life as well as to pronouns? Try it and see.

"Go make *thy* garden fair as thou canst,
Thou workest never alone,
Perchance he whose plot is next to thine
May see it and mend his own."

TRAINING IMAGINATION.

One of the best ways to develop that most important power, imagination, is to give the child a fundamental idea, and allow him to work out the details for himself in free play. We had a most delightful example of this method just before Christmas in the morning kindergarten. We had talked of our gifts to the different members of each family and had asked what the boys would like to make for each. James said he would like to make a rattle for his baby, the idea being suggested by the toys, he had seen in the shops. He said he would like to take two sticks, fasten them in the center and tie on some bells.

So we took two slats and fastened them so as to form a cross (with a paper clip.) Then some children decided that the wood would hurt the baby's hands, so one of them suggested winding the slats with string. We improved on that by using worsted. We then tied three bells on each arm, making a fine rattle. The children were more pleased with and worked harder to finish this invention of their own, than any of the other things which we suggested for them.

Miss Bryant tells us that the best way to get results from a story is to first tell it, as a story, and then allow the child to dramatize it as he chooses, thus getting his first idea of a world of people and things outside of himself.

We have dramatized the Three Pigs, the Old Woman and her pig. Both were crude, but interesting from the point of view that the dramatization was all the children's own, done without suggestion, or help, other than the original story, told once or twice.

In the gifts, the children are especially inventive. I give them the 5th gift quite early in the year. They delight in illustrating with it the stories I tell them.

Thanksgiving and Christmas are especially good subjects. As soon as I have told the Thanksgiving story the children begin to build sleighs, grandfather's house, trains, bridges over the river. Christmas of course brings houses with chimneys, for Santa, his work shop, fireplaces, toys, trees. Dictation is almost unnecessary once the children get the dominant idea thoroughly in their minds.

"Men must be taught as if you taught them not,
And things unknown proposed as things forgot."

applies to the child as well as to us older ones, and wise is the kindergartner who can remember that she must draw forth what the child already knows, as well as put new ideas into his mind.

Reality seems to be the cry of these modern days but a vivid imagination will go far toward helping the child and grown up over many rough places. We can not begin too young to develop the power of imagination and the power of producing in concrete form the thoughts which are in the child's mind.

—*Anonymous.*

Note.—This article is in line with the problem program.

PROGRAM OF THE KINDERGARTEN SECTION AT THE ANNUAL MEETING OF THE NORTH CAROLINA TEACHERRS' ASSEMBLY.

THURSDAY MORNING, 9:30, NOVEMBER 26.

"The Kindergarten."—Hon. P. P. Claxton, United States Commisioner of Education.

"An Appeal for the Kindergarten as a Part of the School System in the Larger Towns."—(For Primary and Kindergarten Teachers,)—Mrs. Bertha Payne Newell, Weaverville.

THURSDAY AFTERNOON, 3:00.

"Stories Suitable for the Kindergarten"—Miss Hattie Scott, President of the Story Tellers' League, Asheville City Kindergarten.

FRIDAY MORNING, 9:30, NOVEMBER 27.

"Round Table Discussions."

Leaders—Mrs. Newell, Weaverville; Miss Mary Bonner, Washington; Miss Ethel Troy, Raleigh; Miss Vienna Nichols, Asheville.

Game Festival Leaders—Mrs. Newell, Mrs. Scott.

(All who are interested are invited to take part.)

Exhibit of work from kindergartens.

FRIDAY AFTERNOON, 3:00.

Business meeting and election of officers.

WILKESBARRE, PA.—The children of the kindergarten classes of Grant street school, in charge of Miss Katharyn Featherstone, were entertained at a Hallowe'en party Oct. 30. There are fifty-four children in the class. Dressed in unique costumes, appropriate to the holiday, the youngsters sang, drilled, played games. A grand march that went from the bottom to the top of the building was one of the features. Baskets filled with candy were given as favors.

How poor are they who have not patience.—*Shakespeare.*

TOY MAKING FOR THE KINDERGARTEN.

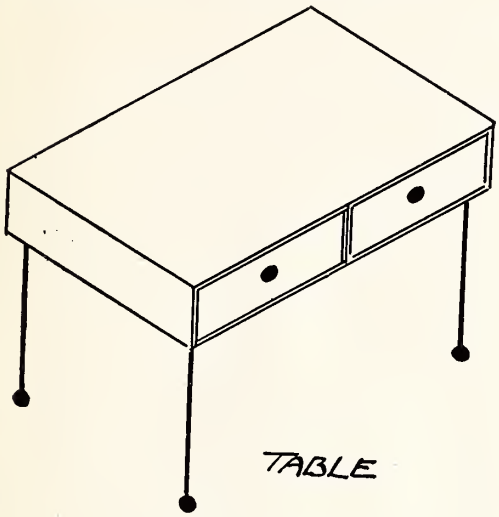
By John Y. Dunlop, Glasgow, Scotlnad.

TABLE.

Two boxes are required to make this model.

Stick the long edges of the two boxes together so that they are perfectly smooth on the top.

The inside case now makes the drawers.



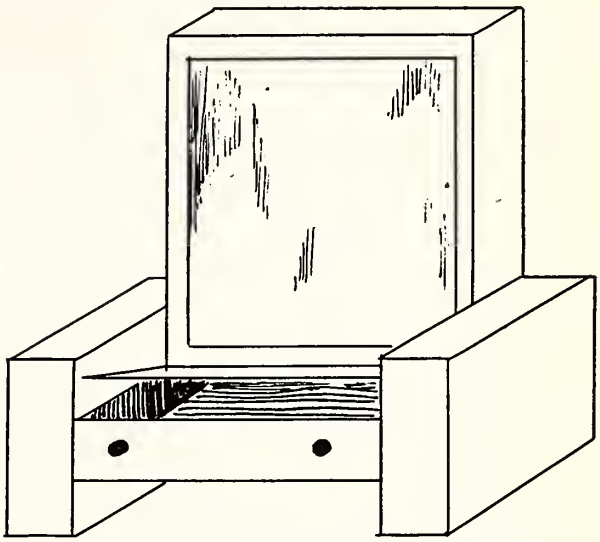
TABLE

Boot buttons are inserted for the handles.

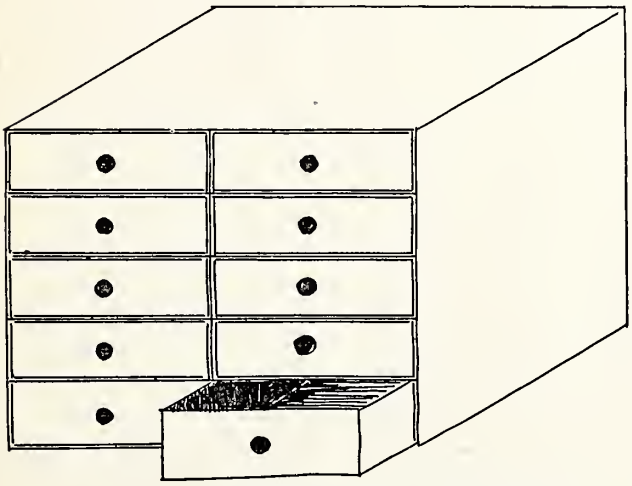
Four bonnet pins make the legs.

BOOKCASE.

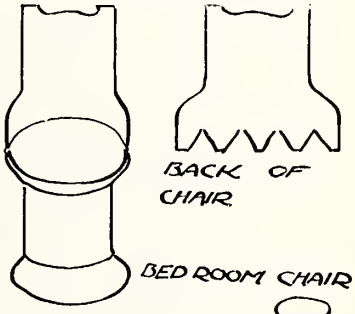
Four boxes are required, two large and two small boxes for the upper portion.



DRESSING TABLE

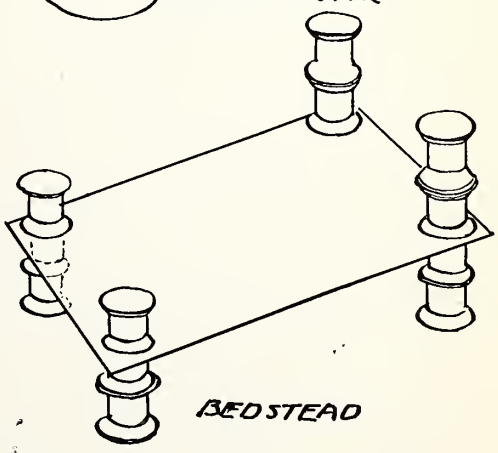


CHEST OF DRAWERS

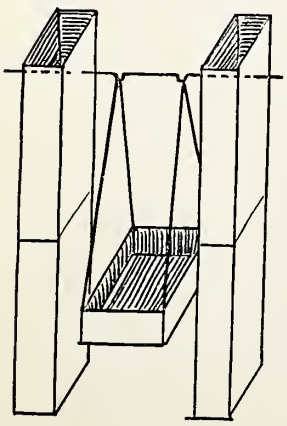


BACK OF CHAIR

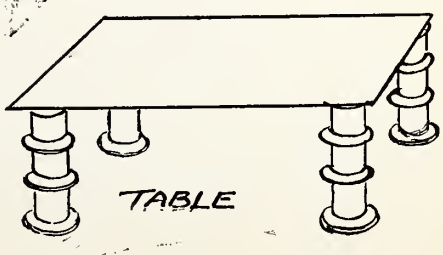
BED ROOM CHAIR



BEDSTEAD



DOLLS SWING



TABLE

Cut the outer part of each box along one of the corners and stick the outer and inner parts together.

Gum the long narrow sides of the boxes together so that the two small boxes form the upper portion and the large boxes form the lower portion.

Gum the upper and lower part together.

Middle shelfs could be added and are thus made.

Four strips are cut and inserted one in each portion of the case.

The children fold little squares of paper to form the book and make up the library.

CHEST OF DRAWERS.

A chest of drawers made from eight or ten match boxes make a most effective model.

Take the boxes in the case and glue them together.

The outside can be made neater if a strip of paper is fastened over the top sides and back of the chest.

The drawers to slide out and in require handles. Insert boot buttons or use paper fasteners.

In a similiar way the furniture of the bed room can be made.

BED ROOM

The chair of this pattern is shown made from an empty spool and a piece of tinted paper.

Cut the paper by folding down the middle.

Slash in the lower edge and gum onto the bevelled edge of the thread space of the wood spool.

BEDSTEAD.

Make the bedstead with 14 empty spools and a piece of cardboard.

Glue 12 of the spools together in pairs.

Glue two spools at each corner of the cardboard to form the feet for the bedstead, then add the remainder to form the pillars.

TABLE.

A very simple table can be made with thread spools and a piece of cardboard.

Three spools glued together form the legs of the table.

Glue on to the corners of the cardboard.

DRESSING CHEST.

The dressing chest is made with empty match boxes.

Three large boxes which form the back and the table and two small ones for the side.

Glue two of the boxes together on the edge.

Cut one of the large boxes on the long corner then gum the outer and inner case together.

Glue this part of the model onto the lower edge of the part which forms the back.

Fix one box at each side and cover the front of the case with a piece of silver paper to represent the glass.

DOLLY'S SWING.

Four boxes, a hair pin and a piece of thread.

To build the supports for the swing fasten two of the boxes together by placing the inner case of one of them partly into each outer case.

Straighten out the hair pin then bend slightly at the points where the ropes pass over.

Make the swing seat out of the inner case of the match-box, mount with thread.

NEW KINDERGARTEN STORIES

THE LETTER.

SUSAN PLESSNER POLLOCK

Thoughts about the many poor people who had not enough to eat, filled the heart of little Gertrude and Herman with sorrow and pity, "Listen,Gertrude," said Herman one day to his sister, "I have thought of the grandest plan, I will write to Mr. Pessumehr, he is so rich and so good, he can buy bread for the poor." "That would be fine," said Gertrude, "But you cannot write!" "What would that be for a great affair," declared Herman, "One puts on a pair of spectacles, like Grand-mother, dips a pen in the ink bottle, and scratches around a while on the paper, then the letter is finished." Gertrude shook her head doubtfully, but Herman quickly brought a piece of paper from father's waste-basket, with a pen which he had dipped in the ink, and now he scratched away on the paper, until it was completely covered. "Pay attention, Gertrude," he then said, "I will read you the letter aloud." It read, "Dear Mr. Pessumehr, now the poor are hungry, for they have eaten up all their potatoes and bread costs so much money, we beg you, that is, Gertrude and I, Herman, do, please buy with your own money, bread, and give it to the poor."

"Only just think, dear Mr. Pessumehr, we have a little brother,—but it still has no name—is only called, 'Little Heartleaf.' It will have another name, when it is baptised, but that will not be right away (immediately) not until the raisin cake is finished.

"Just think, dear Mr. Pessumehr, we have seen your old playroom in your castle and the little playtown of Lerum with the tiny Mr. Pessumehr. You did not know that we caught a small mousie in the little playtown; he lived with us all winter in a (make believe) glass—palace—did you? We loved little mousie very much, but we could never let puss see it. Our little brother knows nothing about Mousie-Mickerchen: he is the biggest little stupid! Dear Mr. Pessumehr, we often think about Christmas, and that we must be obedient, that you may hear good news about us.

And farewell, your dear,

HERMAN AND GERTRUDE."

That was a wonderful letter. Gertrude did not shake her head any more, but stood there quite astonished. To write such a letter and then to be able to read it aloud, that was remarkable; she had real respect for her brother. In the afternoon Ralph came to make a call, with his mother, Godmother Krany. Ralph was much older than the foresters' children; he had been for many years in school. Herman told him the story about the letter and desired him to read it "out loud" (aloud) to him—that was a difficult matter—Ralph said quite, "Those are not letters, they are hen-tracks."

"Hen-tracks, what kind of a word do you call that?" said Herman touchily, "If I can read the letter and

have never yet been to school, you old school-boy ought to be able to read it!"

Ralph laughed until he had to hold his sides.

"You do not need to laugh so," continued Herman angrily; Just wait! I shall be big some day then I will laugh at you!"

Gertrude felt grieved thro the soul of her brother and began to cry. Ralph, who loved the children very much, wished to make good the offence he had given and said. "You must tell it (dictate) to me, then I will put it all in order and you can send it to Mr. Pessumehr. The proposition was accepted. Dora procured a clean piece of paper, because Herman knew when company was there he must not disturb. Herman dictated and Ralph wrote. When the letter was finished, it was carefully folded and sealed with a scarlet wafer. Every evening the postmessenger went thro the wood, he took with him all the letters which had been written, from the house in the wood. The forester sent word from time to time to Mr. Pessumehr, the owner of the forest, about the sale of wood, etc. Such a report lay ready there and when the postmessenger came, Dora brought it out. The children were playing in front of the door. Herman had his letter in his pocket. This letter must go, too, said the boy, with an air of importance, taking the report of his father from the post messenger's hand and pushing his little letter in on one side. When Grandmother Krany had gone home and they were allowed to talk again they told the whole story of the writing and opportunity of sending the letter. The father did not laugh—he was very much displeased, and called the children, "impudent." "Never again must you touch my letters" he said going to and fro in the room with heavy steps. "What will Mr. Pessumehr think of me when it looks as if I had laid the letter of such rude children, in a letter of mine? Herman and Gertrude could not understand what they had done, that was so wrong, but their tears flowed, and they went weeping to bed. Grandmother came to the bedside and said, "You will never again be so rude and must never touch father's things. Children do not understand what is proper; they must always have the permission and advice of father and mother."

HOW THE BITE WAS TAKEN OUT OF THE STONE WALL.

By Miss Jeannette Ridlon, Rhuddlans-on-the-Cliff, Newport, R. I.

Do you see that great big hole in the wall there, Best Beloved, that looks just as though some one had taken a great big bite out of it? Well, that is exactly what did happen! Would you like me to tell you about it? All right, then, I will.

Once upon a time, oh long, long before you were born, that wall was just like other walls and the spring here ran down through an iron pipe to the sea. The wall and the spring were very good friends you see, they had lived together so long that they had found out it wasn't worth while fighting and so they were just as good friends as they could possibly be and never said a cross word to each other. 'Cause cross words hurt and make you awfully unhappy. And so because they were never cross to each other they were happy all the day long and all the night long too. It was very necessary that they should be happy all night as well as all day because walls and springs never sleep, you know. But one day an awful thing happened.

Not far away, that is not far as giants count it, there lived a little baby boy giant with his Mummy and his Daddy. Now this little giant's name was Metronomalis and he was about twice as big as the biggest tree on Grandpapa's farm. Now giants, you know, eat anything from stone walls to spiders and one day little Metronomalis went for a walk without his nurse and so of course he got lost.

He had been walking quite a long time and had begun to get very, very hungry when he saw the stone wall and it looked so good that he ran right up and took a great big bite. That made the spring so angry that it jumped up and slapped Metronomalis in the face, oh very, very hard, and that frightened poor little Metronomalis so that he choked on the great big stones and ran away to his Mummy just as fast as he could go. And that is how the bite was taken out of the wall, oh Best Beloved.

It was Frœbel's own opinion that the spirit of the American nation was the "only one in the world with which his method was in complete harmony, and to which its institutions would present no barriers." A short time before his death he said: "If they will not recognize and support my cause in my native country I will go to the United States, where a new life is unfolding itself, and where a new and better education of man will be able to find a footing." The success with which the kindergarten met here after the first ones were established in St. Louis and Boston about thirty years ago shows how prophetic Froebel's dying wish was. Today the kindergarten is an accepted part of the educational system of every town or city of any size.—*Ex.*

Secretary of State Wm. J. Bryan says: "If the soldier must give up alcohol because it interferes with his efficiency, why should not the civilian promote his efficiency by giving it up? And if it is demonstrated that alcohol is an evil and only an evil; if it is proven that it lessens the productive value of the citizen, who will say that the nation should look upon this great evil with indifference merely because a few people want to grow rich out of a drink that is destructive."

Dr. Merrill will give two addresses during November and December to the juniors and senior classes of the Connecticut Froebel Normal Kindergarten and Primary Training School in Bridgeport, Miss Mary C. Mills, principal. Her subject will be "What is Meant by a Problem Program," and "What Kindergarten Occupations Lend Themselves Most Readily to the Child's Expression?"

Present neglect makes future regret.

BUSY WORK FOR DECEMBER

By F. E. H.

The month of December furnishes much material for busy work, and it often necessitates a process of elimination to decide on just what is the best to use. Material for decorating should not be neglected and if you teach in a vicinity where holly or mistletoe grow in abundance have the children bring some to school and let them fasten small sprigs of it, with cord or ordinary grocery string, to wire hoops about eighteen inches in diameter. When completed tie large red bows of paper on the garlands and fasten in



the window. These make the most attractive decorations for the holidays that I have ever used. If you are unable to obtain the holly or mistletoe substitute the evergreen or cedar twigs, they will answer the purpose practically as well.

On sheets of white manilla paper outline the figure of Santa Claus, about eight or ten inches high. (See illustration.) Color one of these yourself and fasten in the front of the room in some conspicuous place. Give the children each one of the outlines and a box of crayolas and let them color their figure from the one before them. It will not only prove a successful busy work, by which you can attend to some other task and leave the pupils to their own occupation, but it gives splendid color training as well.

Have the children cut, from outline, small bells of various colors about an inch wide. Place about thirty of these in a variety of shades in a small pasteboard box. Hand to each child one of these boxes and tell them to sort the bells into piles of the same color. Later, when they have become more familiar with the colors have them place the bells in groups of so many numbers, beginning by putting two of one color in each pile, then three and so on. This is a splendid way to teach the numbers to the beginners as unconsciously while apparently playing they are acquiring the value of the numbers.

All children like to mold with clay and if you are unable to obtain the clay, for any reason, use the simple salt-starch mixture, it will give practically the same results. The wee beginners who are not capable of moulding anything of much value, will be able to shape little pies, cakes, fruits and nuts for the Christmas dinner table. After these have dried and hardened the older children may tint or color them with water-colors.

Another device for seat work which requires no aid from the teacher is: cut out little squares of white cardboard, on the top or in one corner of which, paste miniature pictures of toys which the children have previously cut from catalogues of holiday-goods. Under each picture write the name of the toy. On several other cards paste pictures that will represent members of the family as the father, mother, grandmother, brother, sister and baby, under each picture print or write the name. Have the children place the cards with the names of those in the family near the top of the desk. Under each of these arrange the cards on which are pasted a gift Santa Claus might bring them. For example; under baby would be rattle, cup, doll, etc., under brother would be sled, skates, and so on under each one. This is not only interesting for the children but unconsciously they are fixing those words in their minds and learning to associate them with their proper meanings.

Something quite similar to the gift cards and yet to the children, much different, is; on large sheets of manilla paper have them outline and color a Christmas tree, for the very smallest ones it will probably be necessary for you to outline the tree and let them color it. From toy catalogues have the children cut out the decorations for the tree and also a gift for each member of their family. It will take them considerable time to choose just what to give each one as there will be so large a variety to choose from in the catalogue. Nevertheless they will enjoy the occupation immensely. After the process of choosing and cuting out the pictures has been completed, have them arrange and paste on the tree.

By all means have the children construct little gifts for members of their family. There are the pen-wipers which may be cut in shapes of bells or stockings; the shaving pads which may be cut the same,

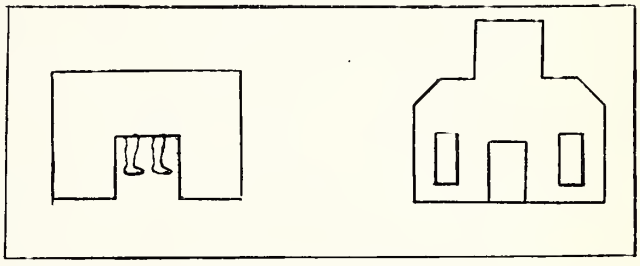
the top-cover of which may be nicely decorated with any of the symbols of Christmas. A very novel blotter may be made by cutting the paper in the shape of a shoe-sole and drawing or coloring a spray of holly across the top. Near the center write the words: "Wishing You a Merry Christmas from the Bottom of My Sole." For their mothers, the children can make the ever popular recipe books and calendars, which furnish so many ideas for original work that I hardly think it necessary to mention any of them here.

December is a busy month, but try to have something for every child to be doing every minute of the day. Don't think that it is necessary for you to stand by them and direct everything they do. Get them started and you will be surprised how much they really will acomplish by themselves.

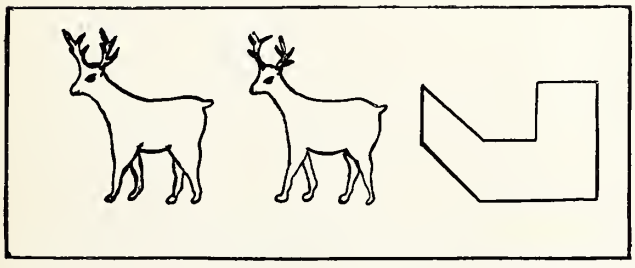
STRAIGHT LINE CUTTING.

CARRIE L. WAGNER.

The kindergarten children are very busy at this season making preparations for Christmas. There is not much time for the busy little fingers to make anything but their gifts and tree decorations. But early in the month when the Christmas talks first begin, perhaps the cutting suggested here would be interesting to them. Fold sixteen squares, and cut away a strip of four squares on one side. Cut on the right side center line to the first line, then up the length of one square, across one square and out to the left-hand edge. This piece formed the fire place. The other piece is the house with a chimney. Fold the two upper squares of the house on the diagonal; open, and fold the corners to the line made by the first fold; open and cut away the little corners to form the shape of the roof. Now fold another four inch square for the sleigh. Do not cut away four squares, but otherwise cut as for the fire place. At the left side fold the top square from the right corner, and the lower square from the left corner on the diagonal and cut away on the lines. From the large piece left after making the sleigh, cut freehand two reindeer for the sleigh; and from the strip of four squares which was first cut off of the square, stockings may be cut free hand.



The fire place and stockings, and the house with a chimney for Santa Claus to come down.



The sleigh and reindeer.

Dr. Irwin Shepard, for twenty years Secretary for the National Educational Association, has for the past 15 months being connected with the Panama-Pacific International Exposition as National Secretary of the Bureau of Conventions and Societies. He has been associated with James A. Barr, Director of Congresses, in the important work of arranging for a world series of Congresses, Conferences and Conventions. His many friends throughout the nation will regret to know that on September 11th, he suffered a severe heart attack which has compelled him, much to the regret of the Exposition authorities, to retire from the active work of the Bureau. Dr. Shepard will continue to act as National Secretary, in an advisory capacity as his wide acquaintance and organizing ability will make his services a great help in completing arrangements for the great series of meetings to be held in San Francisco from February 20th to December 4th, 1915. Secretary Shepard cordially concurs in this arrangement, gratefully appreciating the opportunities it affords for continuing in the service of the many important public interests represented by these Congresses and Conventions.

WOODSFIELD, O.—The children of the public schools and kindergarten paraded Nov. 3rd, in the interest of temperance. The parade was under the auspices of the W. C. T. U. The children made quite a showing.



STUDY OF A PICTURE—IV.

By Mary E. Cotting.

Touching the part of the picture representing the church ask: What is this? For what is a church used? When do we go—and how does the bell sound? What causes it to sound? Ever see the man ringing the bell? (Explain his action and result.) What do you do in church? What do you see? Where are the colors? What do the colors form in the window? (Explain the "window-pictures.") What else do you see? What do you hear? Does everyone talk? Why must people be quiet? Who does talk? What does he talk about? Do you ever hear anything except what the preacher says? What kind of music? Which do you like better—the music of the organ, or the singing? What is the "music about"? Bring out the names organist and choir; and make a connective thought between the music at church and the children's morning hymns. Do you think it is Sunday in the picture? Then why are these persons here? Oh, you can go to church on other days than Sunday? What are such days called? Well, in the picture there is to be a "special" day and that is why these persons are carrying flowers. What will be done with the flowers? Bring out names of various places where persons are carrying flowers. What will be done with the flowers? Bring out names of various places where they will be put? Do you notice how quiet and happy the mother and her boy look! The old, lame woman must love her church to come hereself with her flowers, mustn't she? Can you think of any day on which we soon shall decorate our churches? Shall we use flowers? What shall we use? Why are we to celebrate? Whose birthday is it that we are to celebrate? Do you think we shall look as happy as the people in this picture? We are going to look very happy, and, also, we are going to try to make others look happy.

This work of L. Emile Adan illustrates the spirit which should posses the human who is "at peace with life" and in close union with the religious thought of that sect of which he forms a part.

In connection with this picture there may be used "The Holy Night" (Coneggio); "Nativity," (H. Le Rolle); or those representing the birth by W. A. Bougureau or M. Feuerstein.

On this series representing various phases of the natal time may be used, "Announcement to the Shepherds," (Plockhurst); "Adoration of the Shepherds," or "Nativity," (Le Rolle); "The Magi On the Way to Bethlehem," (J. Portaels); "Worship of the Magi," (Paolo Veronese.)

PICTURE STUDY V

By Mary E. Cotting.

Let all the reverence of which the kindergartner is possessed be shown by her manner and voice as she hangs the picture meanwhile saying, "Here is something of which I am very fond. I am going to leave it here so you may all enjoy and talk about it." Instead of questioning allow the children to comment, and answer all their questions as tactfully as may be in consideration of the many creeds represented in the group of children. When the most propitious time comes for doing so, tell the following story:

In the long, long ago time there lived in a faraway land people who were not treated kindly, and rightly. After a time a promise was made that a new king should be sent to rule over the land. This new king

was to be one who would know exactly how to help the people to live rightly—in peace and happiness. Of course all the people waited and watched longingly for the good, new king to come.

One night while shepherds were tending their flocks —(it was not cold in that land as it is here at this season)—all at once they saw a most glorious light overhead, and heard music such as they had never heard before. The music came from a band of angels, and it told the shepherds that the new king had been born, and the promise which had been made was fulfilled. The shepherds thought and wondered over this welcome news, and decided to start in search of the king. They knew that a bright star would show them



the way for the angels had promised that it was to be so. When anyone is glad—more so than ever before—because someone is born the first thing that he wishes to do is to make gifts to the new-born, and that was how the shepherds felt. They decided that as their flocks were their most precious possessions the rarest gifts for them to offer would be some of their dear, little lambs. Finally, they started just as they were in their garments of skin, each with staff in hand and dog trotting beside. As they traveled the "star shone out before them." After a while it seemed to show them a rough looking building, so into its shelter they passed. Great was their surprise at what they saw! The soft eyed cattle stood there gently breathing, and there were racks of hay and near one was just a baby and its mother. The shepherds were beginning to think some mistake had been made when again they saw the most glorious light and heard the wonderful music. Looking at the child they felt that something strange and beautiful had taken place, and at once they became filled with peace so great they knew that the child before them was the promised world king. Silently in awesome adoration they bowed offering with tender reverence their gifts. Their hearts so overflowed with joy they soon started upon their homeward way in order to spread the tidings of great joy.

Many others—beside the shepherds came to pay homage and offer the best they had as gifts, and so the child and the mother whose name was Mary and Joseph her husband tarried in the rough building until there came a message which told them they must not stay any longer. Right away Joseph brought out the ass, made a comfortable seat upon its strong back and placing the mother and child upon it started off on the long journey to their new home in another country.

Because of all that came to pass after the World-King was born, we celebrate His birthday every year, and do our very best to make others happy, not only by giving presents, but by being thoughtful and kind.

THE KINDERGARTEN AND THE FIRST GRADE

FRANCES MCSHERRY, Holyoke, Mass.

It is enough to say that I believe in the kindergarten not only for its intrinsic merit, but because of the good it can do in the home, because of the excellent influence it may exert through many grades and many phases of school work, and because of the new and useful work it has brought to woman as teachers.

One of the developments in recent years is the fact that the kindergarten is receiving more attention from primary teachers, and the kindergartners are in turn studying their work in relation to general education.

Kindergartners are beginning to realize that if the kindergarten is to fulfill the function in the educational system which recent educational theory has assigned to it, both kindergarten and school alike must take the present-day knowledge of the child's development and the present-day interpretation of life as the basis of their procedure.

Let the kindergartners and primary teachers come together. Let their work be harmonized. Let the public and let many grade teachers know that the kindergarten is not a house of play and entertainment, but a place where teacher and child share in education.—Excerpt from address delivered at Annual Meeting of Connecticut Valley Kindergarten Association.

READING, PA.—The pupils of the newly formed kindergarten class in the meeting house of the Society of Friends held a Hollowe'en party in the annex of the meeting house, on North Sixth street. There were twenty-five present. John Bowers was in charge. Refreshments were served and many amusing games played. The decorations consisted of pumpkins, autumn leaves and shocks of corn.

LITTLE PLAYS and LITTLE PIECES for LITTLE PEOPLE

AN INTERVIEW WITH SANTA CLAUS.

By Rebecca Strutton.

Arrange stage to represent a nursery, covering walls with sheets and crepe holly paper, or similar childish effects. Several small beds filled with children. May becomes restless, stretches, yawns, raises to elbow, looks about and finally discovering Santa Claus, addresses him as follows:

Isn't your name Mr. Santa Claus?
Just call me little May.
Now sit down and please don't hurry
'Caus there's things I've got to say.

You see these stockings hanging,
Well, they're not all for me
But they do belong to children
Whom you have come to see.

The boy around the corner
You know his name is Ted,
Says if we only had some snow here
He sure would want a sled.

And pretty Mary Brownlee
And her little sister Kate
Think with just a pair between them,
They both could learn to skate.

Brother Walter wants a ladder,
But I'm 'fraid he'd get a fall—
Says he wants it just like Jacob's
With the angels on—and all.

I'm sure dear Mr. Santa Claus
Our Xmas will be sweet,
I'll shut my eyes up tight like this
And promise not to peep.

I'm off to slumber land now
To sleep till broad daylight—
Goodnight! dear Mr. Santa Claus,
Goodnight! Goodnight! Goodnight!

Santa Claus, by gestures, follows out the spirit of May's lines, during her recitation of them, answering as follows:

Goodnight! now go to sleep, May,
While I proceed to work—
On the job of filling stockings
You'll find Santa Claus no shirk.

Santa Claus next distributes the stockings, which should be made of bright-colored material and filled with candy.

MY TOYS.

S. M. T.

These toys that I have were given to me
My dear Santa Claus on my last Christmas tree
He knew what I wanted so don't think it shocking
For I left him a note on the toe of my stocking.

I am sure that all children would get everything
They wanted to have Mr. Santa Claus bring
If they'd write him a note and then take the bother
Of having it posted by mother or father.

WRITING TO SANTA.

Anna Brownwell, Dunaway, Kearney, Neb.

I'm writing a letter to Santa,
But I'll not ask for very much,
For papa says Santa is poorer
This year than the very Dutch,
And he says that he thinks its likely
Old Santa will run into debt,
If he tries to bring all the children
The things they would like to get.

So I'll just ask for a baby dolly,
And a dear little fur and muff,
And dishes, a locket and bracelet
And a case with a powder puff.
And I want a big toy piano
And a doll bed and manicure set,
Now if every one else asks as little,
Dear Santa won't run into debt.

CHRISTMAS BELLS

Laura Rountree Smith

(Children wear bell-shaped dresses with arms hidden and carry little tea-bells which they ring.)

All.
Hear the bells ring a chime,
Merry bells of Christmas time:

1st.
All the bells ring sweet and clear,
Merry Christmas time is here.

2nd.
Ring the bells, hang up the holly,
At Christmas time we all are jolly.

3rd.
Sweet bells of Christmas loudly ring,
"A Merry Christmas," we all sing:

4th.
When evening bells are chiming low,
Come hang up the holly and mistletoe.

All (Sing—Tune—"Lightly Row.")
Ring the bells, ring the bells,
Hear their merry, joyous chime,
Ring the bells, ring the bells,
Bells of Christmas time,
Ringing out across the snow,
For 'tis Christmas time, you know,
Merry bells, merry bells,
Bells of Christmas time

GAME OF CHRISTMAS TREES.

LAURA ROUNTREE SMITH

The children sit in chairs in two rows facing each other

The children are given names of trees.

One child says:

"I am looking for maple and hemlock trees
Who will come help me look for them, please?"

The children who are named "Hemlock" and "Maple" change places. The leader always tries to slip into the chair vacated by one who changes places, with the other. In this case, at any time the one left out becomes Leader.

This keeps up for some time. The Leader keeps looking for various trees.

At any time the Leader may say:

"I am looking for little Christmas trees,
Who will come and help me, please?"

The children then all change places.

One is always left out of a seat, so the game continues.

CHRISTMAS GIFTS

LAURA ROUNTREE SMITH

(Child with a bell.)

Merry bells of Christmas ring,
While the little children sing.

(Child with a star.)

A star in heaven large and bright,
Guided the Wise Men through the night.

(Child with a stocking.)

Christmas stockings in a row,
Will soon be filled from top to toe.

(Child with a wreath.)

Hang up a pretty wreath of holly,
At Christmas time we all are jolly.

(Child with a candle.)

A Christmas Candle now I bring,
While the bells of Christmas ring.

(A child enters with a small, decorated Christmas tree, they all circle round the tree and recite.)

All.

Oh Christmas Tree, oh Christmas Tree,
That in the forst grew,
Oh Christmas Tree, oh Christmas Tree,
I wonder if you knew,
That you would carry dolls and toys,
For many little girls and boys.

(Child with tree.)

Merry Christmas, Merry Christmas,
I am bringing toys,
Merry Christmas, Merry Christmas,
Little girls and boys.

(They sing any familiar Christmas song and march off.)

CHRISTMAS EVE

BY MRS. HARRY A. CARPENTER,
209 E. Chestnut St., Denison, Iowa.

(A Christmas playlet in which any number of characters desired may be introduced.)

Principal characters, Mother, Bobbie, and Nellie, (two small children.)

Mr. and Mrs. Santa Claus—Chorus of Boys and girls for a drill. Costumes very simple.

Scene—Any ordinary living room. Mother and children seated in the room with the curtains pulled together. Sound of approaching music.

Bobbie—"Oh, Mother! the choir boys are coming. Can't we pull the curtains back farther so that we can see them?"

Mother—"Yes, Bobbie. I think it is a lovely custom for the boys to go about from house to house singing the carols of the Christmastide. I hope when you are a little older you can go with them." She approaches the window and pulls back the curtains and returning turns down the lamp. Boys dressed as choir boys in caps and gowns (if desired) appear at the window and sing two old Christmas carols, the mother and children clapping at their close. The mother goes to the door and invites them in. They enter and give as many recitations and songs as you desire, and then leave, the mother and children following them to the door.

Nellie—"Oh, mother, wasn't it lovely?"

Mother—"Yes, indeed, dear."

Bobbie—"Mother, won't you please read us the Christmas story?"

Mother—"Yes, dears," (taking her Bible from the stand and reads Mathew 2:1 to 13 and Luke 2:8-21.

The children kneel at their mother's knee as if in prayer, and all leave the stage.

(Here the Christmas stocking drill may be introduced.)

Enter Mr. and Mrs. Santa Claus at point 14 in the drill instead of as the drill is written.

Mrs. Santa: "Now, see here, Santa, what about this? All these stockings (pointing to those left by the children) and I am sure you only have two children down for this house."

Mr. Santa—"Well, well, I wonder how that comes" (takes out book and examines it) "Yes, yes, I am sure there are only two here. (Examines stockings.) Well, well, I am sure they don't belong to Nellie and Bobbie either, for see every one is of a different kind and their mother always gets the same kind, iron clad ones I think they are, or at least they ought to be.

Mrs. Santa—"Now see here Santa they aren't any harder on their stockings than any other children. These must be the stockings of those little babies we heard about and we will find Bobbie's and Nellie's stockings in the other room."

Santa—"Oh, all right mama. Fill 'em up, fill 'em up clear to the brim." (The two fill the stockings.)

Santa—"There, wife, these are nearly full and our wagon is nearly empty. I do wish folks didn't build their chimneys so small now a days so we had to go in and out of doors all of the time. I am just longing for a good slide down the chimney, aren't you?"

Mrs. Santa(nodding.)—"Yes, but we must hurry." (they leave the stage, a clock strikes six) and Bobbie and Nellie enter rubbing their eyes and carrying presents in their arms. Quick curtain.

A WISH.

By Mrs. Harry A. Carpenter,
209 E. Chestnut St., Denison, Iowa.

I wish that I had lived long ago with the shepherds
who tended the sheep
On the Judean hills when our Savior was born and
been awakened from sleep
To see up above me the heavenly light and to hear the
angels proclaim
That Jesus was born in a Judean town and praise him
with loud acclaim.

I wish that I could have been with those men, who
heeded the angels fair,
And came to the manger and found the babe with
Mary, his mother, there.
Oh wonderful, baby, so humbly born, the son of a roy-
al line,
All honor to thee who down through the years as a
Star in the East doth shine.

A PRESENT FOR SANTA.

Florence I. Waitt, 23 Spring St., Malden, Mass.

I wonder if white whiskered Santa,
Who fills all our stockings each year,
Ever finds in his own, Christmas morning,
A single stray present to cheer.

I'll tell you what will fill that stocking,
From toe to it's big open brim,
A million or two "thank you" letters,
O, children, let's write them to him!

Just lay them right close by the chimney,
And dear Mr. Wind then will see
That straight to Old Santa's big stocking,
They fly with the greatest of glee.

And when he comes home Christmas noontime,
So tired he almost could fall,
And sees his great big bulging stocking,
He'll say, "It's worth while, after all!"

CHRISTMAS EVE.

Florence I. Waitt, 23 Spring St., Malden, Mass.

Let's sleep,
Don't peep,
Santa's sleigh I hear,
The leastest noise
From girls and boys
Just fills him full o' fear.
So, lest he in a panic fly
And, with his goodies, pass us by,
Let's sleep,
Don't peep!

Sweep the chimney clean tonight,
Bank the fires low,
For Saint Nick, old jolly sprite,
Is around you know.
Hope his heavy load may burst
Right upon our floor,
And we'll catch him in his plight
'Fore he gains the door!

Then we can our wishes tell,
Whisper in his ear,
And the things he hasn't brought
He will bring next year!

BAROUSKA.

By Mrs. Harry A. Carpenter,
209 E. Chestnut St., Denison, Iowa.

The Russian children think that there's a woman old
and gray
Who tries to find the Christ child in all their homes,
they say,
She peaks in through the window panes as eager as
as can be
And for the children who are good, she leaves a gift,
you see.

Long years ago the wisemen asked that she should go
with them
To seek the Savior who was born that night in Beth-
lehem,
But she refused and now in vain she seeks the wide
world through
To find the little Christ child, here, who died for me
and you.

THE BEST KIND OF STOCKING.

Myrtle Barber Carpenter.
Denison, Iowa.

The best kind of stocking for Christmas eve
Is big and long and wide,
With a great big hole at the heel and toe
So that nothing will stay inside.

A BOY'S CHRISTMAMS PRAYER.

Myrtle Barber Carpenter.
Denison, Iowa.

Dear Father, grant that I may grow to be
More like that one who walked by Galilee,
Of whom we know so much, and yet whose boyhood
days
Were chronicled of old in short and meaning phrase,
In stature we are told he grew, and growing he waxed
strong
Beloved by man and God alike, the message is not
long.
And yet I would that I might win such praise
And leave no blemish on *my* boyhood days,
To be as pure, as true, as loyal as was he
And in the way thou hast desired, fulfill my destiny.

CLOSING SPEECH.

Myrtle Barber Carpenter.
Denison, Iowa.

We wish you joy, dear people, through all the coming
year,
A Very Merry Christmas and a Happy Glad New Year,
We hope that you'll remember us, though now we say
Good-Bye
We wish again you'd visit us, we hope that you will
try.

EDUCATIONAL NEWS

All patrons of the magazine are cordially invited to use these columns for announcing lectures, recitals or entertainments of any kind of interest to kindergartners or primary teachers. Reports of meetings held, and miscellaneous news items are also solicited. In writing please give your name and address.

LATROBE, PA.—Miss Jean Kelly and Miss Louis Saxmon has opened a private kindergarten here.

DAVENPORT, IOWA.—A private kindergarten is to be established in Moline, to be located at 219-49th street. Miss Ivah Connor is to have charge.

JACKSONVILLE, FLA.—A most successful entertainment was given by the Mothers' Club of the Fairfield, kindergarten. Nov. 6. The Mothers' Club of the Milldale Kindergarten held a meeting Nov. 6.

MINNEAPOLIS, MINN.—The Lutheran Kindergarten societ held its regular meeting in the Kindergarten home, 516 Ninth avenue S., Nov. 2. Mrs. O. Christensen, Miss Hanna Hanson and Mrs. C. K. Solberg served.

COLLEGE POINT, N. Y.—The board of education intended to close the kindergarten class in school No. 28, the old Sixth street school, because it has not the required number of children. A petition will be sent to the board protesting against the proposed action.

GALESBURG, ILL.—A pleasant and profitable meeting of the Oneida-Altona branch of the Free Kindergarten association was held Oct. 28. There was a good attendance and much work accomplished. A nice dinner was served at noon.

While the wets of Oregon were engaged in pasting up their big posters proclaiming that he was opposed to prohibition, Theodore Roosevelt, in a speech at Toledo, Ohio, demonstrated anew his progressiveness by endorsing strongly the anti-liquor plank of the Ohio Progressive party and declaring that if he were a citizen of Ohio he would vote for the dry amendment.

DALLAS, TEXAS.—Two hundred children are receiving the benefit of work done by the Dallas Free Kindergarten Association in North Dallas. A movement is on foot to have the vacant lot adjoining the building on the east put in order and equipped as a public playground and in a couple of weeks the passerby will see all sorts of outdoor sports and games in full swing

PORTSMOUTH, N. H.—Mother's meeting at the Cabot street kindergarten was held on Nov. 5th, with a large attendance of the mothers. Miss Coburn, the principal, was assisted by the kindergarten teachers of the city. Dr. F. S. Towe delivered an interesting talk on "A Day in a Child's Life," in which he dwelt principally on what was necessary for the Care of Children to Preserve the health of Body and Mind. Light refreshments were served.

TACOMA, WASH.—A happy gathering of little children, the kindergarten pupils of Miss Watson and Miss Stuart, tasted the delights of Hallowe'en Oct. 30, at a party given by their teachers in the kindergarten home, 2121 North Fife street. The big room in which the children usually have their lessons was festive with Hallowe'en decorations and the little people spent an exciting hour with novel games among them a Brownie parade in which they were dressed with paper caps, false noses and goggles. They sang their usual songs and romped in the big downstairs playroom and capping the climax of delight a Hallowe'en spread was served.

As regards the percentage of children between the ages of four and six who are enrolled in kindergartens, New Jersey is given national honors in a bulletin of the United States Bureau of Education, just issued. The bulletin deals specifically with kindergartens in benevolent institutions. New Jersey's percentage, it is stated, is between twenty-five and thirty. Montana, Oregon, Arkansas, West Virginia and North Carolina stand together for the lowest percentage—less than one.

BOOK NOTES

THE PEACE CHRISTMAS CAROL, Dramatic version by Kate Douglas Wiggins, in collaboration with Hiller Ingers. Cloth 103 pages. Price 60c net. Published by Houghton Mifflin & Co., Boston and Chicago.

A timely book at this season.

HOW TO SHOW PICTURES TO CHILDREN. By Estelle M. Hurll, Cloth, 132 pages. Price not given. Published by the Houghton Mifflin Co., Boston, New York, and Chicago.

This volume will certainly fill a want that many teachers must have felt. Among the subjects are—The Child and the Picture; How the Picture is made; How to Make Pictures Tell Stories; The Game of Picture-Posing; Practical Suggestions; Use of Pictures in the Schoolroom; Animal Pictures; Pictures of Children; Story Pictures.

NOTES ON FROEBEL'S MOTHER-PLAY SONGS. By Jean Carpenter Arnold. Cloth, 360 pages. Price $1.14 postpaid. Published by the National Kindergarten College, Chicago, Ill.

This book is published in memory of Jean Carpenter Arnold, who for 15 years occupied a position of training teacher in the National Kindergarten College of Chicago. It is none the less a volume in which kindergartners everywhere will find much interest. The Mother Play was Miss Arnold's favorite subject during all the time she was engaged in her work at the National Kindergarten College; and her notes represent her practical every-day work in the class room. Elizabeth Harrison was selected to edit these notes; but after making an effort in this direction and consulting frinds and experts it was decided to print the notes just as they were found, hoping that some of them might suggest the majesty of thought and the depth of sentiment of which they had helped her to express. Reference to these notes convinces us that they can hardly prove otherwise than helpful, and inspiring to all kindergartners who will give them a careful study.

(For additional Book Notes see page 135.)

HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

DEAR RURAL TEACHER.—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children, and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

DECEMBER—1914.

"Not what we get but what we give
Makes up our treasure while we live."

So long as we love we serve. So long as we are loved by others I would almost say we are indispensable; and no man is useless while he has a friend.
—R. L. Stevenson.

'Tis the time of the year for the open hand,
And the tender heart and true,
When a rift of heaven has cleft the skies
And the saints are looking through.
—Margaret Sangster.

"Ceasing to give we cease to have,
Such is the law of love."

CHRISTMAS ETHICS.

The Christmas spirit should be shown no less in receiving than in giving. Too often this is forgotten even by older people, and children are only displaying perhaps more innocently the same spirit they see manifested by their elders.

In your preparation for Christmas do not neglect to give some suggestions along these lines.

Often people show disappointment over their gifts so plainly that the givers feel hurt, sometimes they openly complain, or criticise what they receive.

The real value of any present should be the spirit of love or friendship which inspired the giver, and the value or form of present should not enter into the matter.

If you value the friendship of the giver you should receive the gift as though expecting nothing, and express pleasure when receiving no matter how humble the gift may be.

Children should be cautioned against bragging about the number of gifts received, and the value of the same compared with other children's in poorer circumstances. Let us all show a truer Christian spirit ourselves and help others to do the same.

"To make the sad world merry awhile,
And to frighten sin away,
And to bless us all whatever befall,
Is the task of Christmas Day."

ANIMAL STUDY.

This may be given in preparation for the Christmas poster.

The camel:—Who has ever seen a live camel? (Show them a picture.) Compare the camel with the horse as to size, shape, covering, etc. Why is it suited to life on the desert? It can go many days without food and drink. Its stomach is so made that the supply of water which it takes will last for many days, and the camel's hump is its storehouse for food. When well fed the hump is much larger, and diminishes with lack of food. The large padded feet are suited to desert travel, as they are protected against the heat, and do not sink so easily into the desert sand. The thick skin and coarse shaggy hair protect its body against the heat, and sand storms of the desert.

Notice the animals legs and knees. Why so made? The Arabian children teach the young camels to kneel by feeding them from bowls, and switching their legs till they drop on their knees to sip the milk.

Camels' hair is used in making shawls and also in artists' paint brushes. The flesh is sometimes used for food where other flesh food is not obtainable.

CHRISTMAS POSTER.

Give each child a sheet of blue Bristol board, or a sheet of drawing paper about 9x12 inches. Draw an irregular line to separate the earth and sky. Paint the ground a light brown, and if drawing paper is used paint the sky blue. Cut stars from gold and silver paper, one much larger to represent the "Star of Bethlehem." Cut three camels and their drivers of brown paper, also palm trees. A few touches of green might be placed in one corner to represent an oasis. Mount the cuttings in appropriate places and you have the story of the "Three Wise Men."

CHRISTMAS TREE DECORATIONS.

Make strings of colored paper in the following manner: Cut circles of red and green paper about one inch in diameter, or use the regular parquetry papers. Place these in line about an inch apart, cover with paste, then place an ordinary cord across the center, and cover each with a circle of the same size. These are more easily made than by stringing them, and will add greatly to the appearance of the Christmas tree.

Stars may be used in the same way, or used separate suspended. Cut holly leaves of green paper, poinsetta flowers of red, also apples, oranges, pears, and plums using paper the color of the fruit. Attach red cords and hang from the branches.

Cover marbles, regular shaped stones, or small nuts with silver or gold paper and suspend with red cord. Tin-foil may be used instead of silver paper.

CHRISTMAS EXERCISE.

For three boys and six girls. Dress the boys to represent the Three Wise Men and the girls to represent Christmas fairies. Make nine stars and paste upon them the letters used. One may be larger to represent the "Star of Bethlehem."

When all are in line we have the word Christmas.

C.—Christ was born on Christmas Day.
H.—"Hark the herald angels sing
Glory to our new born king."

R.—"Raise your joys and triumphs high,
Sing, ye heavens, and earth reply."

I.—In a manger the Christ child lay.

S.—"Shout the glad tidings, exulting sing;
Jerusalem triumphs, Messiah is king!"

T.—There were shepherds watching their flocks by night.

M.—A message was brought to the shepherds by an angel.

A.—They sang: "All glory to God on high, and to the earth be peace."

S.—"Sion, the marvellous story be telling,
The Son of the Highest, how lowly his birth!"
The brightest archangel in glory excelling,
He stoops to redeem thee, he reigns upon earth."

All.—Everybody welcomes me
Friends from far and near
For I the Christmas bring the joy?
For all the long, long year.

CHRISTMAS GIFTS.

Christmas Booklet.—Cut the outside cover of green or red cover paper in the shape of holly or poinsetta flower. Use a sheet of white paper for the inside, of the same shape. Decorate the cover, and print or write an appropriate sentiment on the inside sheet. Tie with red or green ribbon.

Blotters.—For the top use cover paper decorated in holly. Place several colored blotters of the same size below, and tie with ribbon.

Book Marks.—Cut two pieces of light mounting board 1½ in. width and 6 in. in length. Paint or write the words "Merry Christmas." Tie with a flat bow of ribbon at one end, and at the other hanging ends of narrow ribbon.

Pen Wipers.—Use several pieces of colored woolen, cut in leaf shapes. Outline the edges with sansilk. Fasten to stiff cardboard with ribbon.

Envelopes for Clippings.—Use a large envelope for a pattern, cut and paste an envelope using dainty colored construction paper. Leave open at top or side. Decorate the front, and attach ribbon ties for closing.

Calendar.—Purchase small calendars, and mount upon cards. Decorate one-half of the card with small Perry pictures, especially the Madonna pictures. The picture page found in the Kindergarten-Primary Magazine, Dec. 1914, may be used in this work.

WORD DRILLS.

Among the many ways and means to bring about good reading, by this we mean the ability to get the thought from the printed page, is to have Word Drills.

Pupils must be able to grasp each individual word instantly before he can recognize the words when grouped together to express a thought in the sentence.

Make a list of words found in the reading lessons. Write each upon the board, leave for an instant, then call upon some pupil to give the word. Use the same words over many times, erasing more quickly each time.

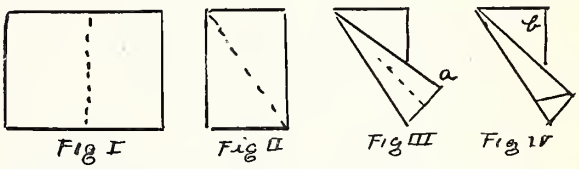
Divide the class in two divisions, and call on a pupil on one side, and if he fails to answer promptly the other side answers and receives the credit. Alternate each time, and at the close the side giving the largest number of words in the shortest time are declared the winners.

Acting always appeals to children.—Using the same list, place upon the board, and call upon a child to act the word. Vary this by having the children think of the words themselves and act them, the class giving the names.

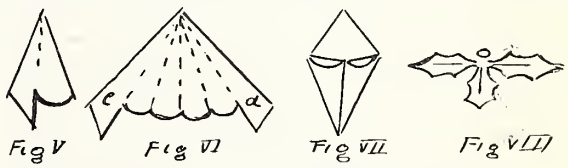
CHRISTMAS SUGGESTIONS.

Olive Wills, Manistee, Mich.

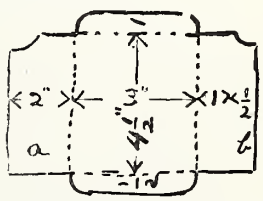
From Thanksgiving to Christmas we have four weeks full of joyful work and happy dreams for the school children, but also very trying on the patience and versatility of the teacher, who will say, now what can the children make for their Christmas gifts? Something that will be of educational value, a lesson in construction and design and at the same time but little expense. Perhaps some teachers may be interested in a few of the problems we are doing. The youngest children, those who cannot use a ruler, will make a cornucopia. Use drawing paper 6x9 inches or you may find some soft light tan or grey wrapping papers cut to this size. Fold on the dotted lines, cut on the solid lines.



When Fig. I is folded it will look like Fig. II, fold that on dotted lines and you have Fig. III, fold the corner (a) back on dotted line you will have Fig. IV, while still folded cut off the corner (b); now open

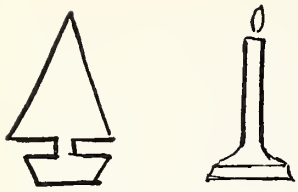


partly as Fig. V and cut as indicated by the very heavy lines. Open fully and you will have Fig. VI. Lap (c) over (d) and paste. Cut the ends in any shape you like. Fig. VII. Decorate the back and scalloped flaps or decorate the sides in bands. If you wish holly decoration like Fig. VIII, cut a tiny holly leaf, trace around and paint.



In grades where the ruler can be used, II or III grades, make a perfume envelope, paper 6x6½ inches. When completed it will be 3x4½ inches. Fold (a) over (b) ½ inch, paste, bottom flaps ½ inch, top flap 1 inch. Cut a tiny holly leaf, color and paste as a seal. Keep the decoration on the face of the envelope very simple and neat. Free hand cut a tiny Santa Claus, candle, holly leaf or Christmas tree. Trace this on the envelope—arrange as a single unit or as a border top or one side.

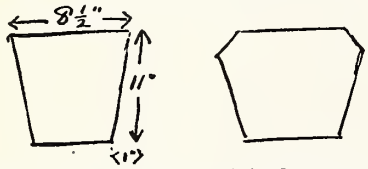




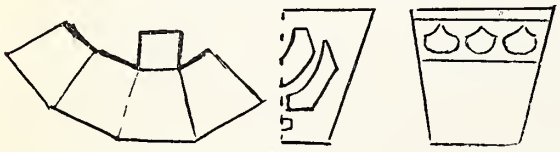
If you wish to print the word Christmas do it first on writing paper, all capital letters, then blacken the back with the lead pencil, place on envelope and trace, then paint.

Inside the envelope place a thin cloth folded, sifting a bit of powdered perfume in the cloth.

For the older pupils a pleasing gift is a waste basket. Use any kind of cardboard, perhaps old boxes. Cut four pieces the shape and size you wish



your basket. Cut one piece 6½ inches square for the bottom. Cut drawing paper, or the paper you will cover basket with ½ or ¾ inch larger than the cards. With brush, rag or the hand cover the cardboard with paste, very even, place on the paper, rub with clean cloth from center out, fold over edges and paste.



Place under a heavy weight as quickly as possible. When dry take strips of cloth and paste the parts together, close as possible. The last edge you will have to leave and lace up with cord or raffia. On the four lower edges paste strips of cloth to extend over about 1 in. These edges you will, when completed, paste over. When any dry take strips of cloth and paste together, close as possible. The last edge you will have to leave and lace up with a cord or raffia. On the four lower edges paste strips of cloth to extend over about 1 inch. These edges you will, when completed, paste over the bottom to hold it in place. When these strips of cloth on the sides are in place, paste in lining. Always put the paste on the hard surface. Let the lining be about ¼ inch smaller than the card. Decorate the face of four sides before lacing together. To make your design take a piece of paper size of one side, fold long ways and draw with heavy pencil lines, half of a flower, perhaps bug, butterfly, bird or geometrical figure. Draw large enough to fill the space well and draw each part separately. Fold this side over on the other and rub hard, open, and you will find your design repeated on the other side. Cut out the figure thus formed, place the stencil over the basket sides and paint. Hold stencil down firmly and paint from the outside toward the center so the edges will be clean.

If you wish to decorate in a border around the top, take a piece of paper as long as basket is wide at top, and about 4 inches wide, fold into three parts, fold the one-third part through the center and draw half your figure as ebfore suggested, cut out and paint. Lace fourth side together, paste in the bottom and you have a useful gift.

SUGGESTIVE GIFT AND OCCUPATION LESSONS FOR PRIMARY AND RURAL TEACHERS

IV.

LESSONS ON THE SECOND GIFT.

Froebel's Second Gift consists of a wooden ball or sphere, a cylinder and a cube. From this gift the child gains ideas of form, position and sound. It is based on the laws of mental development, as according to Froebel, each step taken by the child should evolve out of the former one. There should be a connecting link containing some of the qualities of the former and presenting some contrasts. We recognize at once the connecting link between the first and the second Gifts, which is a sphere.

"The chief reason for selecting these (the forms of the Second Gift) are found in his (Froebel's) law of the connection of contrasts. Every idea that we have refers to some object, and in the first place to some sensible object. The clearness of the idea will depend upon the fullness of our knowledge of the object in all its details. This knowledge is gained by observation; and observation implies the comparison of its properties with the similar properties of other objects with which we are acquainted. * * * If there were no contrasts, comparisons would be impossible. Even in the midst of many contrasts by which we are surrounded, we cease to compare where we find agreement, and unite objects according to their similarities in lower or higher groups, represented by corresponding conceptions in minds.

"Again, contrasts are the only means to arouse the mind to attention. To make the mind conscious of the property of size, it is necessary to present great and small objects; and the greater the contrast, within convenient limits of sensual perception, the more readily will the mind be aroused. Thus it will be led to attend to shape much more readily by contrasting round and angular bodies than by contrasting spheres and spheroids

"On the other hand, contrasts are connected by intermediate degrees of the same properties in other objects. Between great and small we have many intermediate sizes: Black is connected with white by all the shades that lie between. Froebel designates these intermediate degrees of the same property by the term 'connection of contrasts.' * * *

"Perceiving, observing, comparing, judging, concluding, are the succesive stages of the process that takes place in the formation of an idea; and in each of these stages the process rests on the law of connection of contrasts. It will be readily seen that this law holds good in the moral as well as in the intellectual world; that in the formation of taste and character, and in the development and exercise of the muscular and expressive powers, the law prevails. It is through contrast that we perceive and feel; and the desire to connect these contrasts—the effort to find their relationships, to discover or establish harmony in the apparent dissonance, the struggle for equilibrium, if you choose—underlies all our purposes and actions, all our own saying and doing, at least, as they lie in

the direction of truth, beauty, and virtue."—From W. N. Hailmann's "Kindergarten Culture."

The second Gift also contains contrasts and similarities within itself and is the embodiment of more than the child can comprehend in his early development; but there is much that he may understand, and Froebel gives it a very prominent and important place in the Kindergarten.

Beads are manufactured in connection with this Gift that are very useful and interesting in a variety of ways. These consist of wooden spheres, cylinders and cubes (the shapes of Froebel's Second Gift), one-half inch in diameter, colored in the colors of the rainbow and are perforated for stringing.

It is important to know that the ball of the First Gift is so called because it is the name of that form with which the child is familiar. In the second Gift it is called a sphere because that is the geometric name, and as it comes with two other geometric forms, the cube and the cylinder, it is more strictly correct. The name ball is unknown in geometry.

THE FIRST LESSON—SPHERE.

Much care should be taken in presenting the Gift. Too many new objects given at a time confuses the mind and tends to make the child inattentive.

Give a short leson on the sphere without showing them the other parts of the Gift. They will call it a ball and for the present they may call it a wooden ball, but tell them its other name, and after a few lessons have them learn to pronounce it.

Lead them to discover all its properties by questions; or, better, suggestions:

That it is round and will roll;
That it has one face which is round;
That it is smooth;
That it is made of wood;
That it is hard and noisy.

They should compare it with other round bodies same as they did the ball.

They may be blind-folded, one at a time, and they should try to tell how they differ and how they are alike, also name the object from the sense of touch.

Such exercises should be conducted as little games.

The little songs and games used with the ball may be repeated with the sphere, and finally tell a little story about wood.

In telling a story upon any subject, first find out what the children may know about it. In this particular case ask where wood comes from; or if they know anything about a saw mill or have seen one, ask any questions the circumstances may suggest. Then tell a pretty story about how the seed sinks into the ground, how the rains and snows water it, and the sun warms it; and that it sends a tiny shoot up through the soil, and grows and grows for many years, until it becomes a large tree, when it is then cut down, carried to the mills to be sawed into lumber. It is sometimes made into balls like this one, and sometimes into chairs, houses, etc.

Always suit the lessons to the age, capacity and interest of the children. In many cases the above might well serve for two or more lessons.

For language development use methods similar to those suggested in relation to the first gift.

SECOND LESSON—SPHERE.

Compare the sphere with the ball of the First Gift.

Lead them to discover first, their similarities; both are round, both will roll, both have but one face. Wherein they differ; the ball feels rough to the touch, the sphere is smooth; the ball is light in weight; the sphere is heavy; the ball is noiseless, the sphere is not; the ball will bound, the sphere will not; they are not of the same color.

Suggestions: Holding up the ball and sphere, say: Children, do you think there is anything in these two forms that are alike?" or "I wonder what we can find out about the sphere that is not like the ball," etc.

Give the children the beads to string after they have had a lesson on this gift. Give the ball beads with the sphere, the cylinder beads with the cylinder, the cube beads with the cube, and after they have had the three forms of the Gift they may combine them in the beads.

THIRD LESSON—CYLINDER.

The cylinder follows the sphere because it is the connecting link between the sphere and the cube. The sphere is the symbol of motion, the cube the symbol of rest, while the cylinder possesses the qualities of both; it will roll and it will stand.

Compare the cylinder with the sphere. First, how they are alike; both will roll, both are the same in color, both are made of wood, and both will make a noise.

How they differ: the cylinder has three faces, the sphere has but one; the cylinder has two edges, the sphere has none; the cylinder has two flat faces, upon which it may stand or rest; the sphere has none.

By these comparisons the child finds that the cylinder has three faces, two of which are flat and circular and one that is round; that it has circular lines or edges, but like the sphere has neither point nor corners.

The cylinder may be held firmly by a string passed through the eyelet in its round face and the children may hold it and count the different faces and edges as follows: The cylinder has one round face, two circular faces and two circular edges. Point to each as it is named.

The cylinder is represented in countless things. Have the children find things in the room that is cylindrical. Their fingers, their limbs, their necks, their bodies; legs and spindles of the chairs, the stove pipe, etc., etc. Have each try to think of something away from the room that is cylindrical. Have them try to find something, to bring to the Kindergarten, of the same or similar shape. Trees, stems, branches, grasses are examples, and will suggest many other things.

(To be continued.)



THE COMMITTEE OF THE WHOLE

CONDUCTED BY BERTHA JOHNSTON

THIS COMMITTEE OF THE WHOLE, of which all Subscribers to the Kindergarten-Primary Magazine are members, will consider those various problems which meet the practicing Kindergartner—problems relating to the School-room proper, Ventilation, Heating, and the like; the Aesthetics of School-room Decoration; Problems of the Physical Welfare of the Child, including the Normal, the Defective, and the Precocious; questions suggested by the use of Kindergarten Material, the Gifts, Occupations, Games, Toys, Pets; Mothers-meetings; School Government; Child Psychology; the relation of Home to School and the Kindergarten to the Grades; and problems regarding the Moral Development of the Child and their relation to Froebel's Philosophy and Methods All questions will be welcomed and also any suggestions of ways in which Kindergartners have successfully met the problems incidental to kindergarten and primary practice. All replies to queries will be made through this department, and not by correspondence.

Address all inquiries to

MISS BERTHA JOHNSTON, EDITOR,
389 CLINTON ST., BROOKLYN, N. Y.

TO THE CHAIRMAN OF THE COMMITTEE OF THE WHOLE.

Have you any suggestions for how to celebrate the Christmas period in a Jewish neighborhood? These will be very welcome.

S. T.

Some years ago a kindergartner met this problem by centering her morning talks around the fine old Jewish legend upon which they base their festival of the Feast of Lights. It runs as follows: While in possession of the Greek rulers the Temple had been defiled and degraded. In the year 165 B. C., Judas Maccabeus re-dedicated it to the service of Jehovah. When they looked for oil with which to consecrate it they found, after long search, only one small flask, miraculously sealed with the seal of the High Priest, and containing just oil enough to last for one day. But lo! when they came to use it there was enough each day to continue the service for the desired eight days. Hence, every year, in commemoration of this tradition, there is an eight-days' celebration. On the first is lighted one candle or lamp. On the second day, two candles or lamps; and so on. Because of the youth of the hero who led their fathers to victory it became customary to give presents to the children in each home.

The teacher could tell this story to the children, but in more detail, and each day light an additional candle with solemn ceremony. Let the children make candles as has been described in previous numbers of THE KINDERGARTEN-PRIMARY MAGAZINE. Show the Mother Play picture of "Play with the Limbs," which illustrates the oil-press, and the old-fashioned lamp. Olive-oil, spikenard and myrrh were among the ingredients that composed the oil, used in anointing kings and prophets, and in consecrating sacred buildings.

A year ago the Editor attended the Christmas festival at Sesame House, London, which proved very interesting and charming in its delightful simplicity and its following of the real interests of the child.

The exercises were held in a large building that adjoined and belonged to the main house. As one entered one beheld a very large tree simply decorated with candles and large shining red apples—nothing else—and nothing more was needed to make a truly beautiful spectacle. Color was afforded by numerous so-called night-lights, attached to the walls. These were small glass cups of various hues, a broad low wax candle in each, which, when lighted, made the scene like fairyland.

At the appointed time the children came marching in, each carrying a spray of fragrant fir, and they stood in quiet line, while a teacher reverently told the, to them, already familiar story of the Holy Child, from St. Luke. The little ones then sang a few Christmas songs, and marched away, slowly, passing in front of a table whereon was a white screen, upon which were fastened pictures of the Holy Family. These, it seemed to the observer, were almost too detailed and complicated to be readily appreciated by the children in passing, but it was explained that they had become familiar with them, on other occasions, in the kindergarten room.

The children were now dismissed for about three quarters of an hour for free play. Some went at once to a screened-off corner where were dolls and doll's furniture. Others sought picture-books, and one small boy asked for a plaything that he recalled playing with the Christmas-time a year before, and which had been carefully stored away meantime, for the happy Christmastide. It was interesting to observe how instantly the wee folk became absorbed in these new delights.

After this period of relaxation, they returned to the other room, where they engaged in some kindergarten games,—the familiar postman and others—and then all sat and listened in rapt attention to the telling of the Little Tin Soldier, after which delightful, large colored pictures, about a foot high, of the different characters in the story were shown—these being the handicraft of the story-teller.

The festival throughout was characterized by simplicity, naturalness and withal a happy reverential spirit that made the occasion seem ideal.

To the Chairman of the Committee of the Whole:

I enclose an idea for playing "Going to Jerusalem" without chairs, which may sometimes fill a need. Half the children stand with one arm akimbo (it is called "Musical arms"), while the others march around

them. The number of marchers should exceed the others by one. When the music stops, each marcher must seize one akimbo-arm. The one too many, steps out, and the game continues as usual, until only one is left as victor. I would like to hear if kindergartners find this available with little children.

L. M.

Miss Mills, principal of the Harrette M. Mills Kindergarten Training School invited a number of friends to a demonstration of the possibilities of the phonograph in the kindergarten. Miss Hilborn, a trained kindergartner of very pleasing personality, represented the Columbia Graphophone Co., as demonstrator.

Since the graphophone has been already installed in 200 kindergartens, in New York. It behooves the intelligent director and training teacher to know something about what is being accomplished in this line, and those thus privileged to attend this demonstration appreciated the opportunity, the reserving judgment as to its merits until further experimentation and consideration of the subject.

The instrument gave to us the musical program and story-telling of an entire kindergarten morning, as follows: We listened to quiet music—selections from Brahm's Lullaby, Handel's Largo, and Mendelsohn's Spring song. Jessie Gaynor's Slumber Song was sung, and also the well-known Clover Song.

Rhythmic music followed, suitable for marching, treading, clapping, running and galloping. The Shoemaker's Dance was a dramatic little composition. Preparatory to the story we listened to the Herd-girl's Dream, and then Miss Hilborn's voice told us the tale of "Epiminadoes and his Aunt."

A great deal of responsibility attends the introduction of "machine music" into the kindergarten, and therefore judgment should not be given hastily.

Since all who listened upon this occasion were adults, it is impossible to state what would be the impression made upon children. It would seem, however, that it would benefit the children to hear occasionally the music of the best composers given by skilled and sympathetic violinists and other players. It would assuredly be desirable in those cases where the kindergartner is a mediocre or poor pianist. Just as we present beautiful pictures of the masters to the little folk, so should we at times let them hear the best music, assuming of course that the selection is within their comprehension.

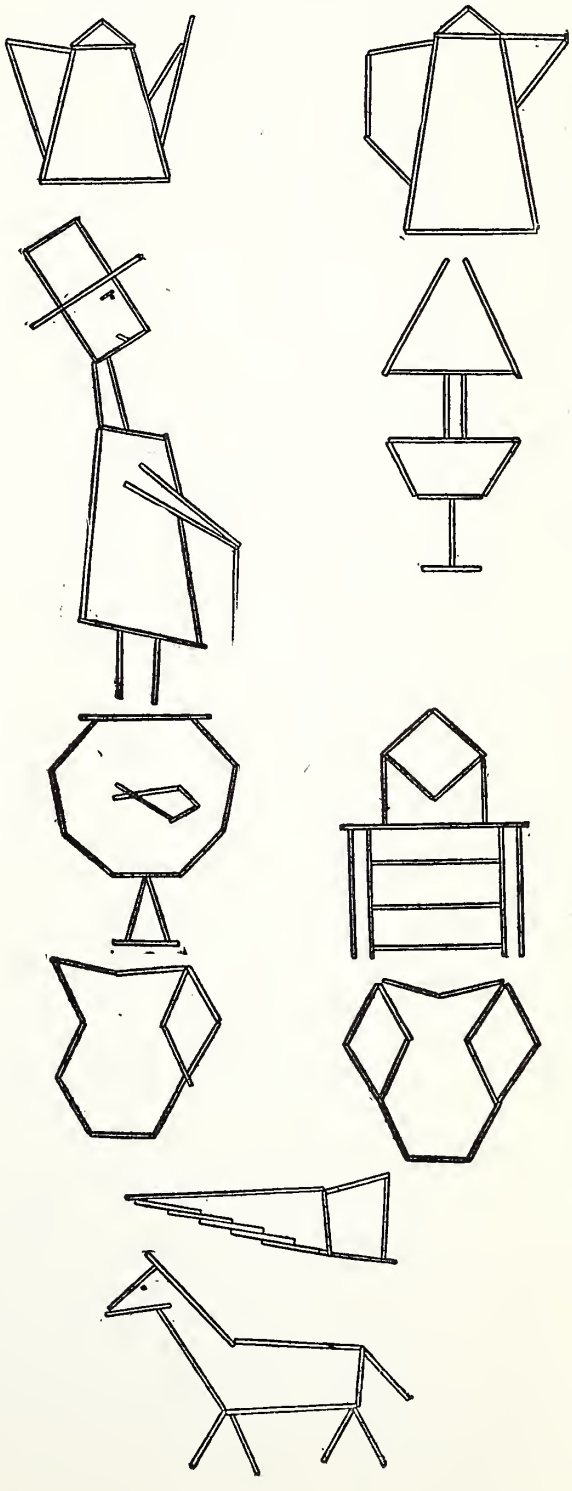
As to the story-telling we reserve judgment until a later date.

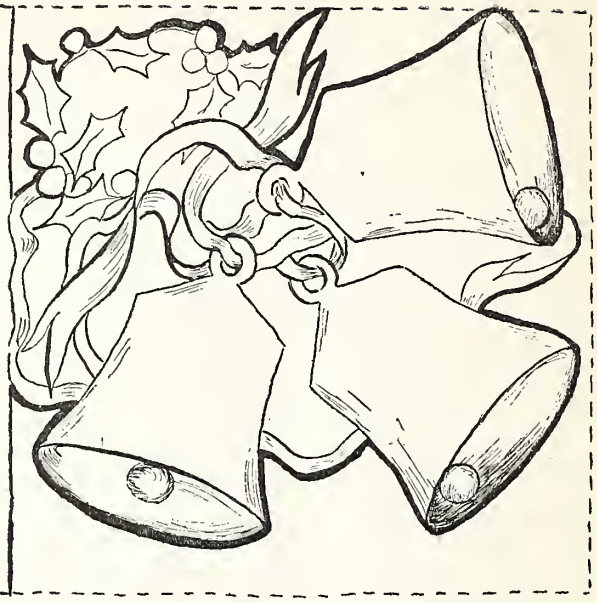
We would suggest this much, however,—the recording of a voice requires many months of practice and trial. Miss Hilborn informs us that it required nine months in point of time, and fourteen records were made, before the record was considered perfect enough for presentation. This being the case would it not be well for the phonograph companies to ask a conference of kindergarten training teachers to select those stories which they regard as of sufficient value for preservation and reproduction.

This also remains to be said. It is not every voice that has the timbre that can be recorded. Few voices, are, like Miss Hilborn's of the right calibre that the machine records. This limits the choice.

THE KINDERGARTEN-PRIMARY MAGAZINE requests kindergartners who have had experience, to give their opinions as to the value of the phonograph in the kindergarten.

Suggestive Designs for Stick Laying





DESCRIPTION FOR DECEMBER BOOKLET..

MARGUERITE B. SUTTON.

Use a piece of ordinary school drawing paper 6½x3¼ inches. Draw a faint dotted line through the center of the sheet where the booklet is to be folded, and on the right side draw an outline picture of the bells and holly as ilustrated. Color the bells yellow or gold color, holly leaves dark green, and the berries a deep red. The ribbon may also be red. After the colors are thoroughly dried cut out the design along the heavy lines, and fold through the middle on the dotted line.

This little booklet may be used as invitation folder to Christmas exercises.

Too much attention cannot be given to the character of the books given to children for supplementary reading, when the child is old enough to go to school, but it is still more important to be careful in regard to the books given to very young children—in the home and in the kindergarten—where they may be just learning to read and are eager to pore over pictures, words and stories of a simple character. The influence exerted upon after life by even the pictures on the nursery wall is a matter for thought. Educators and parents, as a class, are recognizing these facts, and strong effort is being made by them to control the literature offered to the very young, both in school and home. Books must be supplied that will contain matter readily absorbed—that will not tax physicial development—yet that will also interest the child, as it is only along lines of interest that we can hope to influence and promote spontaneous development. I receive many letters from mothers from many sections of the world, and I can safely say that of every six letters received five touch upon the book question—either books for the child or for the mother or teacher. One mother wrote: "I have great trouble in controling my child of five in every way. He loves me enough to want to be with me all the time, but when I attempt to direct him against his inclinations he rebels. What can I do? Are there any books on the subject?" I replied: "Yes, there are many such books. Two of them are Abbott's 'Gentle Measures in the Management and Training of the Young' and Malleson's 'Early Training.' Old books, but very good. Any bookseller should be able to find them for you." This mother wrote again, after getting the books, and told me how she got over her stumbling block, and how she and her child were drawing together more closely in the bond of love. She had learned how to give wise discipline with careful consideration for her individual rights, and she had thus learned how to control him. A child's sense of justice is so keen and he reads so clearly the motives actuating those about him that it is unsafe to attempt to coerce his will or lead him blindly.

LOUISE E. HOGAN.

A BLACKBOARD ERASER CLEANER.

A public school janitor has solved the problem of cleaning blackboard erasers. The old and chalk covering method of clapping erasers on the wall has been supplanted by a square box. The top or cover of this box, which is twenty inches square, is a wire screen of one-half inch mesh held on the box by wooden strips nailed along the edges. Four strips act as legs.

To clean an eraser the pupil draws it, face down, back and forth across the screen. This causes the chalk to drop into the box. Its construction is simple, and any boy should be able to make one for his teacher.—*John S. Elliott, Newark, N. J., in Journal of Education.*

CINCINNATI, O.—The Alumnae Association of the Kindergarten Training School gave a reception for Miss Crawford of Columbia University, following her lecture Saturday, November 7.

SOME NEW BOOKS

THE BOOK OF FRIENDLY GIANTS By Eunice Fuller, illustrated by Pamela Colman Smith. Cloth, 325 pages. The Century Co., New York. $2.00 net.

An excellent idea, this—of the compiler of the volume before us—to acquaint us with the adventures and doings of the more friendly among the giants with whom the majority of us are not very well acquainted. The author has gone to various sources for her heroes—Hungarian, Norse, Celtic, German, the Orient, the American Indian, and includes an incident from Rabelais' Gargantua and Swift's Brobdingnag. Each chapter is introduced by verses by Seymour Barnard. A book the children will rejoice in.

HANS ANDERSEN'S FAIRY TALES. With twelve drawings in colors and many in black and white by Dugald Stewart Walker. 267 pages. Doubleday, Page & Co., Garden City, N. Y. Net $1.50.

Twelve of Andersen's poetical fairy tales have found a sympathetic interpreter in this young American artist whose obedient hand executes most charmingly the quaint and lovely fancies born of his own fertile imagination as well as those suggested by the great Danish genius. It is difficult to decide whether Mr. Walker is most skilled in depicting the somber and mysterious, or spirits ethical and dainty. One is certain, however, that he could give but one reply to Peter Pan's momentous question "Do you believe in the fairies?" We know that he does, for here they are, caught by his magic pen and brush. The publishers have reproduced the beautiful colors with gratifying success.

"FIVE MESSAGES TO TEACHERS OF PRIMARY READING." By Nettie Sawyer. Cloth, 219 pages. Price $1.00. Published by Rand McNally & Co., Chicago, Ill.

Five Messages is a thoroughly practical manual, containing definite plans for teaching and a wealth of suggestions. Realizing that the aim of all primary work should be not merely to make the child master of the printed page but to guide his mental, moral and physical development, the author has shown how the simplest reading lesson may be given this broad application. All phases of beginning reading are completely covered. The first of the messages deals with blackboard work, the second with the teaching of primer and first reader in general. Word study and seat work are taken up in turn, and the closing section consists of seventy pages of outlines of subject matter suitable for opening exercises, general lessons, and work supplementary to the primer and first reader.

FAIRY TALES OF EASTERN EUROPE by Jeremiah Curtin. 259 pages. Illustrations by George Hood in color. McBride, Nast & Co., New York. Price $1.50 net.

There are eighteen stories in this fascinating volume, including several from Russian, Hungarian, and Bohemian sources, and one from the Servian. Children will find them delightful as mere fairytales, and those interested in the study of folklore will be pleased by the glimpses they give into quaint customs and modes of thought and speech of peoples far removed in space and time. There are two curious variants of tales from the Arabian Nights. One is a near relative of the Aladdin story and the other, "The Golden Fish, the Wonder-Working Tree, and the Golden Bird," is strangely like, and yet interestingly different from, that of "The Golden Water, the Singing Leaves and the Talking Bird." Curtin is well known as the translator of "Quo Vadis," and as one of the foremost linguists and travelers of modern times. Many of these tales he took down verbatim from the simple, original storytellers, in quaint peasant huts. Four pleasing illustrations in color.

SEXUAL KNOWLEDGE by Dr. Winfield Scott Hall. 320 pages. Price $10.0. Published by International Bible House, Philadelphia, Pa. Brooklyn representative, Jane Clark-Owen M. D., 805 8th Ave., Brooklyn, N. Y.

This is an extremely important and valuable book. In reverent, inoffensive language it gives in scientific detail such information concerning hygienic and sex matters as every husband and wife, father and mother, young man and young woman should know. Its facts however, are not limited to those of sex hygiene by any means; one chapter gives suggestions for the way in which a mother may give to the inquiring child such answers as are within the scope of its comprehension. A new era will dawn for the world when reverent knowledge and pure intelligence replace ignorant prudery and silly sex consciousness. This book does away forever with the ancient superstition of the need of a double standard of morality. Henceforth the youth will be held to as high an ideal of chastity as the maiden. There is a scientific reason for the truth as sung by Sir Galahad "My strength is as the strength of ten because my heart is pure."

BLACK TALES FOR WHITE CHILDREN. Translated from the Swahali By Capt. and Mrs. C. H. Stigand. Illustrated by John Hargrave. Cloth. 200 pages. Houghton, Miffling Co., Boston and New York.

The Swahali are people of the eastern coast of Africa, who represent a mingling of the Arab and the African and, as the Foreword tells us, the stories form a combination of the elements of both races. The quaint style of the telling is evidence that the authors have kept closely to the spirit of the originals, which they have heard narrated by professional story-tellers in the coast-towns, or by native hunters round the camp-fires or the mothers to their children. Folk-lore is one of the straightest paths to the heart and mind of a race and these delightful tales, with their quaint humor, shrewd common-sense and lively imagination, help one to feel anew the oneness of human nature, the world over. There is an excellent mother-in-law story, and "The Lion of Manda" will probably be told again and again to white children as it has for generations past to little black folk. One of the tales modestly concludes, "This is the end of the story, and whether it is good or whether it is bad I do not know, but if it is good its goodness belongs to all, and if it is bad its badness belongs to him who tells it alone." The illustrations are delightfully animated drawings of natives and animals, of jungle and plain.

Hazel by Mary White Ovington. Cloth, 162 pages. Published by the Crisis Publishing Co., New York City. Price $1.00 net.

This is a charming little story whose principal character is a little colored girl, of Boston, well-taught, sympathetic, sensitive. Her mother, anxious concerning her health, sends her South to spend the winter with her grandmother in Alabama. We are taken into a new world which nevertheless proves to be remarkably similar to the world of white children, except that because of race prejudice, Hazel at times faces trying experiences that shame our American ideals of common justice. But she is naturally a

happy-hearted little girl and brings sunshine wherever she goes and she will go right into the heart of whoever reads the story. How skillfully the author touches upon the problem of race misunderstanding is shown in the following extracts:

Hazel has been lost and asks the way of two white ladies of the neighborhood who are kind to her, but hurt her feelings by calling her "nigger," and by their lack of intelligent sympathy. When Hazel rehearses her experience to her illiterate old Granny, Granny replies:

"You's a hard road to travel, dearie, as you goes through life with your pretty face and your gentle ways * * * * Shall I give you a token to keep in your heart as you go down the road?

"Watch *how* folks says things and not *what* they says. Now, Miss Jane, she didn't do that today, and she hurt my baby girl. She ain't quality and that's a fact. She was thinking of the words when you said 'Miss Jane' and not the feeling in your heart and voice. Don't you make the mistake, she made."

Hazel was silent for a few seconds. When she answered her voice was trembling.

"Nobody knows how angry I am, right through, when anyone calls me a nigger."

"And yet, honey, I's heard a forlorn, ignorant mammy say it to her baby when it sounded like she was whispering to the Lord. It's an ugly word. I hates it too. But there's white folks as don't mean any harm by it. You fell in good hands today and I thank the Lord for it."

We hope this book will hasten the time when that word will sound as hateful to the ears of all white people as to Hazel and her fine old Granny. To that end may it find a place in many a Christmas stocking. The author writes from a long and intimate acquaintance with our colored citizens.

STORIES OF THE GOLDEN AGE. By Mary Gooch Anderson. Cloth. 231 pages. Price 40c net. Published by The MacMillan Company, New York.

Twenty of these stories of old, as follows:

Mount Olympus and the Gods, Prometheus and Pandora, Minerva and her Contest with Arachne, The Story of Pegasus, Lo's Troubles, Latona and the Rustics, Baucis and Philemon, Echo and Narcissus, Hercules, Cadmus, the Builder of a City, The Oracle of Apollo, Apollo and Daphine, Clythe, Apollo plays with Hyacinthus, Phaeton in the Sun Chariot, How Ceres lost Proserpine, Orpheus seeks Eurydice, Cupid and Psyche, Pygmalion, Leander swims the Hellespont, Atalanta's Race, The Halcyon Birds, A Sea God's Wooing, Edipus Solves the Riddle, Pyramus and Thisbe. The Gods who care for Orchards, Theseus, Stories of the Trojan War.

INDIAN LEGENDS. Stories of America before Columbus. By Margaret Bemister. Cloth. 187 pages. Price 40c net. Published by the MacMillan Company, New York.

The folklore of our North American Indians is rich and varied, some legends conveying philosophy in a fable-like form, others possessing the fascination of quaint old fairy tales. Interesting and instructive facts are found in their animal stories, while the depth and beauty of many others remind us of the stories of the Old Testament, and from all these legends a little may be learned of the habits and thoughts of the early Indians. We are accustomed to think of them as uncivilized and barbarous, but we come to realize the extent and beauty of their imagination and we find much to admire and respect in their obedience to authority, their deference to old age, their love and care for the young, and their reverential awe for the Mighty Spirit whose presence spoke to them from all nature.

PRIMER LANGUAGE READER SERIES. By Franklin T. Baker, George R. Carpenter, and Fannie Wyche Dunn. Cloth. 118 pages. Published by the MacMillan Company, New York.

This Primer is an attempt to lessen the difficulties in the necessary task of learning to read. To this end the authors have sought: (1) to appeal to the interests of children and to their spirit of play; (2) to base the reading upon matters already familiar to the children, thus saving them the double task of learning strange things and learning to read of them; (3) to grade the reading so that the steps from one lesson to the next may be as easy as possible; (4) to follow up the new words by frequent repetitions, until the children know them without any hesitation or uncertainty; (5) to provide exercises for the analysis of words into their phonic elements as a basis for recombining these elements into words, such analysis and synthesis being the foundation of independance and self-reliance in reading; (6) to present to the children a book made up of reading matter, not a mere compilation of exercises.

THE ESKIMO TWINS. By Lucy Fitch Perkins. Illuminated cloth. 192 pages. Price $1.00. Published by the Houghton Mifflin Company, Boston and Chicago.

Ten excellent stories for children as follows: The Twins go Coasting, Koolee divides the Meat, The Twins go Fishing, The Snow House, The Feast, The Reindeer Hunt, What Happened when Menis and Koko went Hunting by Themselves, The Woman-Boats, The Voyage, The Summer Day.

GOOD STORIES FOR GREAT HOLIDAYS. By Francis Jenkins Olcott. Illuminated cloth. 475 pages. Price $2.00 net. Published by Houghton Mifflin Company, Boston and Chicago.

This is a book of stories to be told or read to children—or read by children—in the celebration of our most important holidays.

Seventeen holidays are included—New Year's Day, Lincoln's Birthday, Saint Valentine's Day, Washington's Birthday, Resurrection Day, (Easter Sunday) May Day, Mothers's Day, Memorial Day, Flag Day, Independence Day, Labor Day, Columbus Day, Halloween, Thanksgiving Day, Christmas, Arbor Day, and Bird Day.

The stories, 120 in all, are gathered from a wide range of sources, old and new, and are the best short stories on subjects connected with these holidays which Miss Olcott, an expert in such matters, has been able to discover.

THE DOERS. By William John Hopkins. Cloth. 175 pages. Price $1.00 net. Published by the Houghton Mifflin Company, Boston and Chicago.

This book contains 13 excellent stories for little children as follows: The Digging Men Story, The Mason Story, The Dinner Time and Jonah, The Carpenter Story, The Water-Men Story, The Shingle and Clapboard Story, The Plumber Story, The Painter Story, The Tree-Men Story, The Clearing-Up Story, The Setting-Out Story, The Pole-Men Story, The Moving-Men Story.

PITTSBURG, PA.—Miss Susan Blow, the noted kindergartner has been delivering a series of lectures at the Third United Presbyterian church. Subjects: "Education of Girls" and "Stories."

Our country is not the only thing to which we owe our allegiance. It is also owed to justice and to humanity. Patriotism consists not in waving a flag, but in striving that our country shall be righteous as well as strong.—*James Bryce.*

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These pictures can be cut apart and used in decorative work or as gifts to the children.













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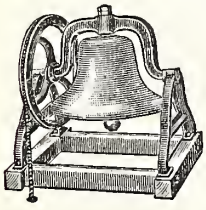
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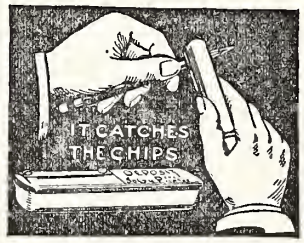
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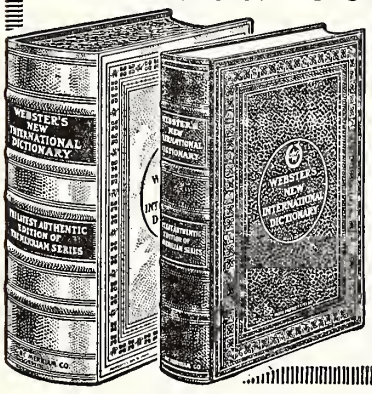
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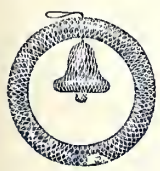
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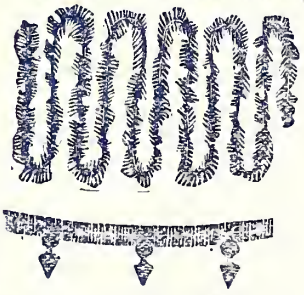
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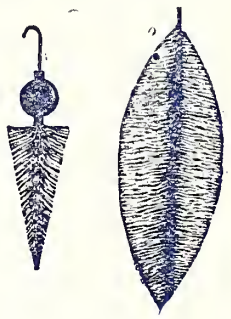
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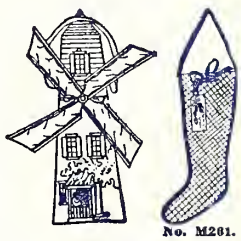


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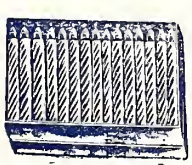
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PRIMARY
MAGAZINE



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J. H. SHULTS, MANAGER.

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EDITORIAL NOTES

Remember the annual meeting of the Department of Superintendence, N. E. A., at Cincinnati, Feb. 22-28. Full particulars of D. W. Springer, secretary, Ann Arbor, Mich.

It has been decided to postpone the annual meeting of the I. K. U. usually held in April, until August, at which time the Union will meet in connection with the N. E. A. at San Francisco. The first meeting will be held August 17, in connection with the Kindergarten Department of the N. E. A. The exercises for the other days will be briefly as follows: August 18, Delegates day; August 19, no session; August 20, has been designated by managers of the Panama Pacific Exposition as International Kindergarten Union day. Three sessions will be held; August 21, National Education Association day, with one session of the I. K. U.; August 20, will be observed as peace day.

The annual meeting of the Department of Superintendence of the N. E. A., to be held at Cincinnati, February 22-28, promises to be unusually successful. For full particulars and railroad rates, write to Durand W. Springer, Ann Arbor, Michigan.

A Kindergarten Symposium will be held under the direction of the N. E. A. committee of the I. K. U., Miss Lucy Wheelock, chairman. "Correlation of the Kindergarten with the Public School System will be the general topic. The sub-topics are as follows:

How may Kindergarten Practice be Improved?
A. From standpoint of the superintendent.
B. From standpoint of the primary teacher.
C. From standpoint of the student of education.

There will be ten-minute addresses by Mr. A. W. Edson, Associate Superintendent, New York; Prof. H. W. Holmes, Harvard University; Prof. Charles H. Judd, School of Education, Chicago; Mrs. Alice O'Grady Moulton, Chicago Normal School; Miss Annie E. Moore, Teachers College, New York; Mr. W. M. Davidson, Superintendent of Schools, Pittsburgh; Mr. C. D. Pearse, Milwaukee Normal School; Mr. R. J. Condon, Superintendent of Schools, Cincinnati.

The DEVELOPING METHOD

Dr. W. N. Hailmann.

IV.

The most comprehensive and all-sidedly satisfactory answer to our problem came from Froebel. Altho, in time, he precedes Diesterweg and Spencer, in his application of the principle he anticipates and includes them both. This pre-eminence he owes to his standpoint which is that of full, all-sided, practical humanity. Diesterweg limits himself to school-instruction; Spencer, indeed, includes the entire educational period, but approaches it almost wholly as concerned with the acquisition of knowledge, excluding the deeper convictions of the spirit which are derived from inner contact with the unknowable.

Froebel, on the other hand, rests his work primarily on these convictions as offering the only available, permanent groundwork, in no way subject to the shiftings of science which, indeed, may approach the unknowable, but can no more take its place than it can reveal its mysteries. To Froebel, therefore, education is primarily and in every phase of it intensely religious, involving constant reference in all that is done to the establishment of a life of service and unceasing spiritual self-improvement. With regard to this all else—physical, intellectual and esthetic training, the acquisition of knowledge and skill, of appreciation and insight—is tool of the spirit, and because of this in no way slighted but rather enhanced in value and scope.

In all proximate aims and every device of method, he bases his work on a thoughtful study of human nature in the gradual unfolding of its individual, social and generic essence and destiny. True to his principle that outer individuality and diversity are the expression of inner unity, he fosters and cultivates in individual life the tendency for social intro ordination and leads it to the heights where the individual may see himself as a conscious pulse in the life of humanity, of "the Man writ large," whose destiny lies in the perfection of the divine ideal. Mindful of the fact that in all life the higher rests on the lower, he bestows eager and conscientious care on the lowliest phases of the work; and equally mindful of the fact that the lower derives its value from the higher possibilities it implies, he unremittingly directs all streams towards higher and highest life.

In the bosom of the family the child is received. Here the father's "light" and the mother's "love" are to guide him in gaining individual strength and kindly self-assertion, are to enable him to find and to possess himself, unobtrusively yet consciously, as a drawing personality. Kindergarten and school are to teach him the helpful use of these qualities and powers in the widening purposes of social groups, to lift him upon higher planes of rational self-devotion to common purpose, so that in due time he may more or less clearly reach the lofty self-denial that "fills with heavenly peace the soul at one with humanity and with God."

Froebel's intensely religious sense talks into his service physiology, psychology, history, science in all its interests. He avails himelf eagerly of whatever light and help they may afford in his momentous work. Hence, in all that pertains thereto, he is persistently scientific. Free from prejudice, free from "idols of tribe, den, market and theater," he seeks and tests all knowledge in actual, systematic, methodical contact with the world and with life.

Knowledge—wide and accurate—is, indeed, indispensable in order to ensure the world-mastership involved in man's destiny, but Froebel demands for his pupil in gathering such knowledge, direct contact with nature and life, direct personal experience and experiment. He is opposed to all proxydom and vicariousness; he will not be satisfied with second-hand men and women; each one must stand on his own feet and live out his own self.

Again, he would make education practical, dynamic, at every tep. In accordance with his pregnant formula, "From life, thru life, to life"—i. e. from living experience, thru living thought, to living action—his education would test the value of every income of knowledge in expression, in some sort of corresponding outward doing, individual and social. His measure of the value of knowledge to the learner is its actual effectiveness in the learner's life. Knowledge must increase and widen conscious power, and this it can do only in related action under suitable stimulus and judicious guidance. He wants not less knowledge but rather more, and all sought with a living purpose on the part of the learner. No subject is to be taken up arbitrarily or forced upon the children; they should want it and demand it for their own purposes.

The very destiny of created beings lies in self-expression. Hence the value in the unfolding life of the children, of play and manual activity, of song and spontaneous speech, of artistic doing, of consciously directed spontaneous conduct. Froebel's education finds its gravitating center in self-expression, in action; it judges the child and man less by what he may have or know, but rather by what he may be or do. It learns indeed by doing, but passes beyond the pernicious inner isolation of this formula and would have us learn in order to do.

Froebel is distinctly opposed to blind following of his practice in his own efforts to live up to his principles, but would have us hold fast the spirit of his work in ever clearer and more effective adjustment to the needs and the light of the hour. Thus educational practice in the hands of he followers of his ideal would remain forever new; its today would ever be a prophecy of a brighter and clearer tomorrow.

A few of his own utterances will reveal more fully the spirit that animates his educational practice in which he ever sought "to aid the complete development of the child from within." For this, he holds,

"there is but one law under which all things develop and perfect themselves and according to which every activity in man becomes manifest as something germinating, as an assimilation and elaboration." "The law of the evolution of nature must guide us in finding the law of the evolution of man; and this law must then become the law of education." "Every human being passes thru the entire former development of the human race; else he could not understand his world as it came to be what it is. However, he should not be this in dead imitation, but in the living way of self-active and freely active development and elaboration." "Education is the encouragement and aid of natural development as it is manifest in free self-activity." "Education should follow the steps in the development of man and offer to him only what he can bear, understand and assimilate and what at the same time may become a ladder to the next higher step." "On every stage, man should have no other aim than to be wholly what that stage demands; then, every following stage will come forth as a new shoot from a healthy bud." "The world of nature and of man can be apprehended only by personal experience. The pupil must be enabled to find his way consciously in his outer world." "The necessary general formula of instruction is: Do this and see what follows from your doing and what it teaches you." "Let the teachers not lose sight of this truth. It is needful always and at the same time that they give and take, that they lead and follow, that they act and let act." "Instruction and self-activity, apprehension and representation are ever one."

REPORT OF ADDRESS GIVEN BY MRS. JOHNSON OF ALABAMA AT THE SCUDDER SCHOOL N. Y.

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Note. Mrs. Johnson's original methods in her own school have attracted the attention of leading educators north as well as south. Her methods emphasize the principles of the kindergarten. She gives greater freedom and pays more attention to individual initiative than usual. Her methods fall *in line with* the problem program.

Mrs. Johnson calls her work "Organic education." She said in her address "Organic education means a sound body, a developed mind and a sweetness and sincerity of spirit. It matters not how much knowledge a school may give, how informational it may be, a school is not educational if it is not organic.

Education at present generally means book knowledge. It should mean more. It must be not only mental but also physical. We must be able to execute what we know to be really educated.

There are two points of view of education:

1. From the point of view of the doer.
2. From the point of view of the thing done.

Education is not alone preparation for life but it is life itself, therefore the process should be a life-giving one—it should be *organic.*

The child is *a reacting organism.*

Organic education should provide a healthy environment for this reaction.

The *test* of the *environment* is the *reaction of the child.*

Teachers' sssociations rarely discuss the needs or demands of the child, as "What are the requirements of a child of twelve?" "What is the development of mind of a child ten years of age?" What they do discuss is, "How much more can we *jam* into a child of ten?" or methods of teaching arithmetic, geography, etc., methods of teaching the *subject,* not of teaching a child.

Organic education is *not systematic,* the minute it becomes so it is spoiled.

It makes little difference as to what a child knows or what he can do, but what he *is.*

There is a tendency for children to become nervous nowadays, therefore children who are undeveloped because they are young, should not be bothered with books until they are ten years old.

Why books? Because mothers want to *show off!* Why not teach the beauties of nature? Because such knowledge is not definite enough to be commercialized.

The child's interest is in *things,* then why not give him *things* at first hand?

Give a child time to think when you ask a question. *Thinking takes time.*

It means experimenting and we in schools are not willing to wait. The tendency is to tell him or else mark him down!

Children learn quickly the trick of memorizing anything whether they understand or not. Result—when older they have lost the power to think.

Children must have:

1. Interest and creative work.
2. Experience for many years then the senses.

Why should our children grow round shouldered over books? Why should they take the burden of school home? Why should *growing* be a burden?

The school must ask, what can I do to make this child's body better? To make his mind better? To help him morally? (Query. Will marks or working for promotion do these things?)

A happy spirit must exist in school and it will if there is freedom and sincerity.

Note. We are indebted for this report to Miss Estelle Torchheimer, tutor in psychology, Hunter College, N. Y. C. Attention is called to the unique course of popular lectures on "Applied Psychology" soon to be given by Miss Torchheimer at Hunter College during January, February and March.

ABOUT RIGHT

On his teacher's request that he give the class his ideas on the subject of "Bravery," little Johnny delivered himself of the following:

"Some boys is brave because they always plays with little boys, and some boys is brave because their legs is too short to run away, but most boys is brave because somebody's lookin'."

GENERAL SUGGESTIONS FOR FEBRUARY PROGRAM

By JENNY B. MERRILL, Pd D.
Former Supervisor of Public School Kindergartens, New York City: Special Lecturer on Educational Topics

INTRODUCTION TO FEBRUARY.

Children like mirrors reflect their environment. Children are naturally sympathetic and imitative. Keeping these fundamental truths concerning child nature in mind, we can so modify the environment in the kindergarten room from month to month, that it will be suggestive of those things we want the children to think about and ask about.

Suppose, therefore, knowing that February is the birthday month of our two great national heroes, we obtain the most suggestive picture of each, and without saying a word hang such pictures conspicuously or place them upon easels, at the *beginning of the month* with a flag draped over each. If we have such pictures for permanent ones, they will not be as valuable as if placed for a time. The Japanese set us a good example in their custom of placing a few choice pictures according to season and removing them when the season or holiday passes.

I should choose to have a picture of *Washington on horseback*, or having an interview *with his mother* or with his officers at the close of the war rather than a head.

I should choose *The Lincoln Family*, or *Lincoln Freeing the Slaves*, or a copy of some noted monument of either president.

I should expect the children to ask a few questions about each picture when it first greets them.

I should answer them briefly, saying, perhaps, to the question, "Who is it?" This is President Washington. This is President Lincoln. .President Washington and President Lincoln were very good and kind men, so we want to know them. They loved our flag, too, so you see, I have draped it around their pictures.

February is their *birthday* month so we will keep them with us all this month.

Will you look at all the pictures at home and see if you have any of President Washington or of President Lincoln? I want you to tell us about them when their birthdays come. See if you can find out which days on the calendar are their birthdays.

As soon as you find out, I will let you mount a little flag right on each day.

To divert attention and ease the mind at this point, I might ask, if some child did not himself volunteer, what month is your birthday and yours and yours? Children love to tell. Now listen, children, I want to tell you a story. Once there was a dear little baby born on President Washington's birthday. His papa and mamma wanted him to grow up to be a good boy and a good man just as your papa and mamma want you to. So father said, "Let us name the baby, George Washington." "Yes," said mother, "I like that name very much." So the new little baby was named George Washington. I wonder if there is any child in our school named George. You see when President Washington was a little boy, his name was George. (Here let the children tell who they are named for. Children are always deeply interested in names.)

I advise starting the ball rolling thus early in the month, not that I would dwell on the full history, but simply to create a *sympathetic feeling*, and start the children looking for *pictures* to fill a little *picture gallery* or *scrap books*, and to lead them to suggest *other decorations* for the room and other *objects to make* for these holidays.

SONG.

"My Country 'Tis of Thee."

FIRST WEEK, (FEB. 1-5.)

Consulting our calendar for 1915 we find February opens this year on *Monday*. It has exactly four school weeks.

The first week, if there have been promotions and new admissions will be given mainly to the new groups.

Use the older children as much as possible in making the new ones feel at home. I have often seen the kindergartner call a responsible little girl, place the new child's hand in hers saying, Mary, will you show Annie our toys? She may sit by you and will you take good care of her?

Show her where to hang her coat and hat, and take hold of her hand when we go down stairs. She has never been to school before. Perhaps she would like to see a picture book.

This feeling of responsibility will help the older child as well as the younger. The younger child feels less strange with another child than with the kindergartner. Of course like Miriam of old the kindergartner keeps watch at a distance for the responsibility of each individual child is hers—a new, fresh problem.

Whether there are new children or not, let the first week's conversations return to *the home*. Review or teach new songs or finger plays connected with the home.

As this month is the month to impress *ideals* begin again with the *ideal home*, continue the talks about *ideal* workers in the child's neighborhood, and expect very litle advance towards a grasp of the *nation*. It is too big a unit for the child. He can wave the flag and sing "My Country" and in this way sympathetic feelings will be associated with the month, that will make a foundation for next year and next. Do not attempt to overload the child's mind with thoughts beyond his years.

Towards the end of the week take up *the fireman* as new children must at once learn the school fire-drill. Without doubt the fireman is one of the most attractive community helpers to a child of any large city. Invite the child who has a toy fire engine to bring it to kindergarten or look one up yourself. Find pictures of firemen at work.

Take the children to visit an engine-house if one is near. At least walk to the fire-box where the signal is given. Draw ladders, horses, fireman's caps, the hose line; even the engine-pump may not be too difficult.

Let the children decide how to dramatize the story of the fireman. Impress how quickly the fireman answers when called, how brave he must be, how strong. How even the horse's run to their places unless autos are already in use. Dwell upon what little children can do to *prevent fires*. This is not so dramatic but very necessary.

Let them tell you, for most will have received home instructions about fires before coming to school. Add to these as necessary.

What should a child do if his clothes catch fire? *Play* it by letting children lie down and roll a mat or heavy cloak around them. This acted illustration will not be forgotten when words might be.

We mean to put all the pictures of brave men on our picture chart this month. Shall we put the fireman?

RHYTHMS.

Many kindergartners use the varied active movements of the fireman as a rhythmic exercise. Such an exercise is described in "Games and Finger Plays for the Kindergarten" compiled by the N. Y. Public School Kindergarten Association as follows:

Ring bell, slide pole, wind hose, load the wagon. Going to the fire—running. Unload, unroll hose, mount ladder, squirt water with s-sh-s-sh sound; use hatchet.

Load, bell, return walking slowly.

(See for a fire man's game with music Valentine and Claxton's song book, published by Milton Bradley Co.)

HAND WORK.

Lead children to tell what they would like to cut out or draw or mount, connected with the home during the first of the week, and connected with the fireman later.

In cutting let the children practice cutting ladders and see who can make the longest. Count the rounds.

Fasten two ladders together as firemen do sometimes. (A long narrow piece of paper is folded lengthwise. Cut from the closed edges many parallel lines as possible. Show the children how to cut out every other piece. Then open and they find a ladder. If the kindergartner uses a large piece of paper and cuts several ladders while all observe, a few older children will see how to do it, and show those who are near them, the kindergartner helping the weakest.

Children love to climb and they will consequently enjoy making ladders. Perhaps some can cut out men to climb or let the kindergartner prepare a quantity of paper men beforehand.

If there is a doll's house, make a wooden ladder if possible and place it, when the game is played, against a window of the house. Borrow a real ladder from the janitor or go to the gymnasium several times and have climbing exercises.

Find places in the room where it is allowable to climb. Have real climbing up a pole if there is one in the building. Have jumping exercises to learn to be quick when you hear the engine coming.

GIFT WORK.

Outlining ladders with sticks. Let the children make them as long as they like. Before doing this, see if the children can think what you have in the closet to use in making a ladder. Give them whatever they ask for and let them show how. If no one thinks of sticks, make one of sticks yourself. Some child will doubtless, outline a house and place a ladder.

Encourage initiative as much as possible. The older children may be able to weave a ladder with splints.

SECOND WEEK (FEB. 8-12.)

During this week we are to work towards Lincoln's birthday and also towards St. Valentine's day which occurs on the Sunday following. The children may want to make a valentine for mother before that day.

If there appears to be no knowledge of valentines, then leave this work until the 15th. By that time the children will have noticed valentines and be ready to talk about them and it will not be too late to make one.

CONVERSATIONS.

Who is ready to tell us whether there is a picture of President Lincoln at home? What is he doing in the picture? Find our picture. Tell me what you see in it. (If you are so fortunate as to have the Lincoln family, tell the children's names, and count them. What a large family! Find stories about them if you can.)

Do not tell stories of Lincoln's childhood. Leave that for later years. Let the children think of him as a father.

There is danger in dragging our great men from their adult dignity by presenting them as children. *After* the children have realized something of their greatness and goodness is the proper time to speak of their early history.

A story of how kind President Lincoln was to animals would not be out of place. Two or more are familiar. In the Kindergarten Magazine, Feb. 1909, Miss Johnston gave several. Young children are not ready to have the thought of poverty in childhood presented, but if there should be a log cabin, have it built and say President Lincoln lived in a house like this in the country, but when he was president he lived in the White House where President Wilson lives now. Have a picture of the White House.

STORY.

President Lincoln heard that some people were not kind to colored people.

He heard that they sold little colored children just like the man in the store sells dolls! He said he would not let them do it any more. Now all the colored people love President Lincoln very much. They always put a beautiful wreath of flowers on his monument for his birthday.

Who can bring a flower this week for President Lincoln's picture?

President Lincoln loved the colors and stars in our flag. What are they? I want you to make something pretty in red, white and blue to decorate our room. I want every one to help. What can it be? (Perhaps some one will think of chains.)

Have the older children measure the strips on the squares and cut them. Make them a half inch wide and about four inches long. Alternate colors.

When all have made a few links, let the children two by two fasten theirs together until all are joined.

Make much of this *joining*. It is an interesting example of co-operative work. Measure the whole chain.

Then let them find a place to festoon the united chain. (Do not follow children's suggestions for decoration unless they are good, but modify them and so raise their taste.)

I think such simple stories and deeds preferable to history details. "An *idea* we love, tends to become an *ideal*," says one of our great students of child life, Prof. Earl Barnes.

Our aim is simply to lead the children to love President Lincoln, not to know history.

Some kindergartners bring a colored doll into the kindergarten. This depends upon whether there are colored children. If there is time tell of the way colored people work in the South and gather cotton for us. They do not mind the sun as white people do. A long time ago they all lived in a very hot country called Africa where it is always summer time. (Little glimpses into other places gradually prepare the way for geography. Do not speak of this point to four year olds, but if the children are nearly six, they would understand.)

If any child wears a Lincoln badge, or speaks of a Lincoln penny, notice it.

Let children think how to make a badge. Show several. Choose.

One morning hold a Lincoln cent in your closed hand. Describe it. I have something here in my hand which feels hard, and it is round like a circle. It has a good man's picture on one side. Call a child. Let him put his hands behind him, place the penny in it, and see if he can tell by touch what it is. Who can tell why we put President Lincoln's picture on our new pennies?

Because we want every little boy and girl to see him often. Sometimes think when you have a Lincoln penny how kind President Lincoln was to colored people, and be sure to look at his kind face so that you will know him.

RHYTHMS.

Marching with the flag at the head of the line. Marching, each child carrying a smaller flag.

Waving flag.

Saluting the flag in front of Lincoln's picture.

Marching single file, double file, by fours, under arches.

THIRD WEEK, (FEB. 15, 1915.)

CONVERSATIONS.

Children come back after a holiday anxious to tell of their experiences.

Listen for points of special interest. Give all an opportunity.

If valentines are uppermost, do not refer to Lincoln's birthday.

Let children show their valentines. See what ideas they have about them. Ask who sent them? Sometimes it is a secret. Valentines come to tell us our friends love us and want us to be happy so they have hearts on them.

Did you send any? Do you think we could make one today? Shall we play post them? Who will be our postman?

Where will we put a letter box?

I think it will be great fun to make valentines and post them too! Think what colors you want and to whom you will give your valentine. Suppose we send some to the children who were promoted.

For a day or two play postman. Get the children to tell how. Teach the song of the postman.

Fold his bag. Post letters. Give them out.

Play read them. What does yours say? Postmen are very careful men. They must never lose one letter.

Playing postman, will lead naturally to a talk about President Washington whose birthday is approaching.

Have children fold envelopes, give them cancelled two cent stamps to mount.

Whose picture is on this stamp? Why?

Remind the children to bring other pictures of President Washington.

If you have a mothers' meeting in time, ask who will voluntcer to loan pictures. Increase the pictures day by day in the little picture gallery or in scrap books. On the 19th they should be ready to take home for the holiday comes on Monday. If there are few pictures suggest keeping the pages blank in case more are found, or possibly draw on them.

GIFTS.

Build monuments of largest blocks on the floor. Unite many boxes of either gift. Tell of the very high Washington mounment in the city of Washington. See if any child can tell why we built such a high one for President Washington. See how high you can build one.

Walk to a monument if convenient. Try to build like it on return.

Try to build President Washington's home in Mt. Vernon having a picture for a model.

GAMES AND RHYTHMS.

Avoid soldier gamcs! Continue practice on

marches with flags and without. Touch flags and march under.

Tell of President Washington's love of horses,—what a fine rider he was.

Play horseback riding. Mount, ready, gallop, trot, walk, halt, etc.

OCCUPATIONS.

Mount pictures.

Make a badge of a blue circle on a large white circle. Mount a canceled Washington stamp upon it. The badge may be shield-shaped or simply circular.

Draw the flag free hand.

Make a flag carefully by mounting several red strips upon an oblong sheet of white paper, having first mounted the blue field so that it will readily appear where the short red strips should be pasted.

It is not as easy to reproduce the flag as one might think. How many stripes are short?

Take more than one period to make the flag giving out only the white sheet and blue field at first.

Let each stripe be laid carefully before pasting. Try for good proportions.

FOURTH WEEK, FEB. 23-26.

Give this week to nature.

Secure a few twigs. Tell where they came from. Name. We force them so that the children will be led gradually to thoughts of spring and watch outside for birds.

Make much of taking care of these things.

Have the children place them on the floor in the center of the ring every day. Tell what kind of twigs they are, remembering that children like *names*.

Towards the end of the week test by saying, "Will Eddie bring our horse-chestnut buds to the ring this morning?" "Who can bring our lilac twigs."

Talk of the bare tree near the school in the park, many in the woods. Tell of the melting snow.—Where does it go? Some of it goes down to the roots of the trees and helps to make something very nice for us to eat! Did any one ever hear of maple sugar?

Draw trees. Hang on buckets. Use the second gift to build a maple sugar camp in the sand tray. Suspend the ball for the kettle to boil the sap. Collect the sap in the cylinder for a barrel.

Let the cubes be the little huts, or use other building blocks in addition to make shelters, for it is cold in February.

Have a maple sugar party for the children if only a taste for each.

Tell of lumber camps and floating logs if the environment warrants.

So close the month with *nature*.

OCCUPATIONS.

Cut logs of wood from brown paper. Make a wash of blue for water.

Mount the logs and tell how they float.

One thoughtful kindergartner sawed short logs from the Christmas tree and let the children see them float in a basin of water. If this is done before mounting the paper logs, the exercise will mean much more.

Mount pictures of trees, lumber camps, saw-mills, if environment warrants.

Cut out and draw the ax, the saw. Refer to carpenter who uses lumber.

Cut pails to hang on the maple trees or make little buckets. Let the children experiment. Cut pretty shapes for maple sugar cakes.

Draw twigs. Paint them.

RHYTHMS, GAMES.

Imitate chopping with an ax, sawing, hammering, planing. Dramatize freely the maple sugar story and the lumberman's also if the children are responsive to these stories. If not review the games of the month, fireman, postman, rider, and the knights if their story has been told. Does not George Washington on horseback stand for as true a knight as the American child need know?

GENERAL SUGGESTIONS ON THE PROBLEM PROGRAM FOR FEBRUARY

JENNY B. MERRILL, PD. D.

What are the problems that we face this month? They differ in each kindergarten to some extent and yet we may find others common to all. It may encourage us to find the problems of others are not ours, but they may be in the future so let us face them together.

In many kindergartens come the *mid-winter promotions* which seem to break into the continuity of the once established kindergarten year, but they have no terror for those who are planning to meet the *child's problem* rather than to forcefully carry forward subject matter preconceived and separate from conditions and environment.

The forward look to promotion in January which we considered last month gives way this month to the actual parting.

Parting is often a joyous time for the child whatever it may be for the parent or parent-teacher.

Childhood sees no lions in the way but is eager for new experiences, for changes, for more life. The kindergartner who enters into this joyous expectancy with the children will have her full reward. She will be likely to make more friends among her fellow teachers and thereby improve her opportunities to influence the school. If she acts as if the little ones were losing their best friend in losing her rather than finding new ones, she may create the very condition she opposes in school life.

I have in mind one of the sweetest, most genial, whole-souled kindergartners I have ever known or supervised.

She was appointed in a school where the tones of teachers were so harsh and their manners so forbidding that I trembled for her. She, on the contrary, never seemed to find it out.

She beamed upon every one and her sunshine melted their frowns into smiles. She has never asked

for a transfer, has built up a large parents' club in the face of trying rules and regulations, and even when invited to accept a position in a more favorable locality clung to her own field.

After promotions occasionally find it necessary to peep into the primary room, and when there, ask a few questions about John or Lucy or James. Ask to see some of the work. If it does not interfere with other duties or school regulations, appoint a day when the children may come back to the kindergarten room on their way home. This may be the means of preventing untimely visits. Do not have all communication with the kindergarten cease abruptly.

Occasionally lend some interesting picture or nature material. Invite the primary class teacher to use your piano if there is an opportunity. Seek interchanges of your own invention during the first half of the first school year.

Another problem in February is absence growing partly out of promotions but more perhaps, from colds and other contagious diseases prevalent at this season.

Our magazine gave us last month the benefit of a report of the Committee on Hygiene to the I. K. U., a most able report which demands the close attention of every kindergartner who believes in the proverbial ounce of prevention. Many mothers hesitate to send such young children out in inclement weather, but if persuaded of the kindergartner's motherly appreciation of the need of care, if persuaded also of the value of regularity in the child's life, and if wise kindergarten discipline quiets the nervous child, mothers, possibly fathers, will make greater effort even in trying weather to bring the little ones and return for them on stormy days.

In mothers' meetings topics of health should be discussed, and the school doctor or nurse should be introduced if possible, to explain how colds and sickness may be averted.

Another problem we all face in February is a short month with two holidays, almost three, if we count St. Valentine's Day. These holidays relate to historic events quite beyond the grasp of the child of five. The attempt to bring this history into the kindergarten has been severely criticized. It is said to take the freshness, the keen edge of interest away from the story of Washington and Lincoln when the age arrives suitable for their presentation.

The kindergartner's judgment must be exercised with care, that she may lead the little ones to keep in sympathetic touch with the historic celebrations in the community and yet not force historic facts into their memory.

Kindergartners who follow the mother-play program enjoy the knight games but in these awful days of war, can we not pledge ourselves as kindergartners to make less and less of the soldier ideal?

Kindergartners well versed in child study know that simple "acquaintance ideals" are the ones in force in early childhood. Later heroes of books rivet attention and furnish ideals. Forced fruit is not the best. Let us then be content with simple, homely stories of the brave and faithful ones in the child's home environment. Let us, as February re-commences the program on account of new comers, or even if it does not, re-visit the home in our conversations and review the ideal in the love and patience of father and mother, the kindness of big sisters and brothers, the devotion of grandma and grandpa, of Uncle Ned and Aunt Mary and Cousin John. Perhaps we can start afresh our family finger plays so familiar to all kindergartners and in so doing awaken *family ideals* that will grow with the years.

If there appears to be little ideal family life at home, make it a problem to start it, or fan its flame in parents' meetings.

Let us combine the community topics based on the busy men of the neighborhood, known to the child and let them stand as ideals of good workmen.

The doctor who helps the sick, and who tells us how to keep well, the nurse who sometimes sits up all night to give us medicine, the policeman who watches our houses day and night, who even helps little children cross the street, and finds them if they are lost, the firemen who put out fires, the sailor who climbs the high mast, have we made these common folk mean heroes as we should?

Let us start a picture gallery in one corner of the room for pictures of hard workers and brave men and women. We need not omit a brave dog and a noble looking horse. The farmer belongs in the group and the engineer.

The children love engines, you know. Can we not start the notion that the *worker* is to be looked up to from childhood rather than the soldier.

It will be a problem, indeed, to do it; but the soldier *has had his day*, and if his sword is to be beaten into a plow share, is it not time to let him drop out of our ideals at least in childhood?

Later when the historic sense has developed we may idealize him to some extent, and then show his new place as protector of nations, the man to prevent war, not to make it.

Let us have Washington's home, and Washington's mother, let us have Lincoln writing a letter to make little colored children happy, in our picture gallery. Let us have St. Valentine and the active postman who brings us valentines and letters and pictures, the carpenter who builds houses and bridges and the blacksmith, with his strong arm who can even hammer iron.

Be sure mother and father are not missing in the picture gallery. Have several family groups in ideal relations, one gathered to greet father, as he returns from work, one gathered at mother's knee listening to a story or in prayer, one where the new baby is the center of interest, one where the children are at play. Idealize family life

In the public library of N. Y. C. a picture gallery of heroes is arranged every year and is open through February and March.

Take even the little ones to see it but start your

own as I have suggested with small pictures on charts, and if enough can be secured, have picture scrap books mounted by the children with pictures of good men, women and children who love to work and help each other.

Enter President Washington and Lincoln on their birthdays, and have a flag on the cover.

If there is no public library or no collection of hero pictures in it, perhaps you are the very one to suggest the idea of having it.

Perhaps there can be a school collection of such pictures, perhaps parents can be induced to loan pictures for it. Perhaps the kindergartner can be instrumental in making the month of February, one of ideals in her community.

Many kindergartners are interested in settlements and are studying sociological problems. Be one of these to bless and broaden your own life and that of others.

"We peace advocates claim that we have scored one victory. Nobody dares to admit that he had anything to do with bringing on the war. All the great pirates and murderers of former times, Alexander, Caesar, Bismarck, Napoleon, were proud that they had brought on war—it was a noble and glorious thing to do. But now those to blame do not dare admit it.

"England did not begin it; Russia did not begin it; Austria says she did not begin it. We have been told lately that Belgium began it because she had colonies in Africa. It has been laid to the charge of British envy of German commerce. Whoever heard of an Englishman who ever envied anything? Of all their faults, envy is not one—smuggling is the one I object to most in an Englishman. But there is not envy in either an Englishman or an American—and it is right that there should not be.

"So the war was a foundling left on the doorstep of civilization. It was an awful foundling.

"The conditions bringing on the war were nurtured in the autocatic governments of Europe. The very worst government by the people—and you've had samples right here in Albany—is better in every way than the best government ever handed down 'from above.' Democratic control is the one thing that will save Europe. This cannot be enforced by arms; it is in the hearts of the people.

"Militarism is anarchism. Bernhardi, now so famous, said that law is only a makeshift; the only adjustment is war; the strong nation knows no power above. He did not consider public opinion and God.

"The main way to remedy these evils is through education. Through the teachers the future is made. And as you can see from this war, in teaching, international relations are just as important as local politics. I have been somewhat impatient during the last campaign at hearing some of my friends placing the blame for conditions in the United States on Mr. Wilson's tariff policy. Mr. Wilson's tariff policy had no more to do with that than a fly on the wheel of an automobile has anything to do with its stopping.

"The cause of the war was military efficiency. No nation can be such without a large body of men bent on having war. It, then, soon finds that it wants war. Where nobody is loaded nobody explodes. Where everybody is loaded somebody is sure to explode.

"What are we going to get at the end of the war? First we shall get exhaustion. There will be no one to do our killing and nobody left to kill. Instead of the pomp and glory of war we shall have the cry of children lost in the wilderness. The human wail will rise above all this nonsense, above the glory of war. It is rising now.

"In other days when such a thing happened it did not have to break with civilization. But today the universities of Germany are marking time; in France they are practically closed; the men are in the trenches. In Oxford three out of every five men were taken from their rooms and sent into the army.

"The greatest curse of war is that war destroys the strong, energetic and patriotic. If I were the supreme genius of England I should not let one university man, one athlete or one trained laborer go to war because they are worth vastly more in the building of the future. They are saving the 'adenoid' men of London—and you teachers know what that means—to be the fathers of the next generation. These men make the slums, they are the cause of the slums as well as the effect. There would be no slums in London if there were no wars.

"Now what do we want? We want obstacles placed in the way of war which will make it as hard to make war—as to get married. We want treaties—'cooling' treaties. Is there any nation that has seen the 'scrap of paper' experiences of this war that does not believe this? It has cost Germany more than any defeat because it has cost the public opinion of the world, and this rules the world.

"We want to get rid of the tribe of war traders—the most gigantic and cruel trust in the world. 'Faith, hope and hatred,' is their gospel—faith in their country's power, hope that it can show it, and hatred of all other countries. In this country we find other things. This is the flag under which hatred dies away.

"It is our duty as Americans to be neutral, not indifferent, not ignorant. We should study the war carefully, but we have no gain whatever in partisanship. Germany is full of lovely people. We who call ourselves scholars are all indebted to Germany. The culture of Europe is all one culture.

"President Wilson is right in maintaining the strictest neutrality, because he represents us. I may say something but I only represent myself. But he is responsible to everyone else for his actions. I heard a public man in London say that President Wilson has the mightiest opportunity in all history. Let us hope he has, and then we shall all mobilize in front of him when he is ready to move."—Excerpt from address by David Starr Jordon at meeting of New York State Teachers.

THE HYGIENE OF THE INDOOR KINDERGARTEN

CONDITIONS THAT SHOULD PREVAIL.

I. *Conditions controlled by the principal, superintendent, or board of education.*

A. Rooms.

(1.) Of a size to permit large activities and ample space for floor activities.

(2.) Sunny—on account of extreme susceptibility to infection of children of kindergarten age.

(3.) Well lighted, low windows.

(4.) Well ventilated.

B. Sanitation.

(1.) Floors washed at least twice a week and blackboards every day to prevent accumulation of dust.

(2.) Furniture dusted daily, with damp or oiled cloth.

(3.) Toilet fixtures adapted to little children.

(4.) Paper towels and powdered, liquid, or capsule soap.

(5.) Drinking fountains or individual cups.

C. Furniture.

(1.) Chairs—Model good from hygienic standpoint. Several heights.

(2.) Tables—Steady. Plain dull finish surface.

(3.) Blackboards—Low.

D. Medical inspection.

(1.) Daily visit by physician or trained nurse.

(2.) Immediate exclusion of suspected cases.

(3.) Prompt disinfection when needed.

(4.) Temporary closing when it might prevent an epidemic.

E. Registration.

Limited to average attendance of 15 to 18 per teacher.

II. *Conditions within the control of the teacher.*

A. Time schedule.

Activities and length of periods arranged with regard to healthful reaction on children.

B. Seating.

Tables and children arranged in proper hygienic relation to light.

C. Light.

(1.) Amount.

(2.) Avoidance of reflected sunlight on work or face.

D. Chairs.

Right height for each child.

E. Cleanliness.

(1.) Of children.

(2.) Of room.

Decorations simple to make thorough cleaning possible.

F. Prevention of infection.

(1.) Through materials. Sterilize, disinfect, or discard when necessary.

(2.) Through habits of children with colds or coughs not demanding exclusion.

(3.) Recognition of symptoms of common diseases.

G. Temperature and humidity.

(1.) Even, moderate.

(2.) Recognition of effect on children.

H. Ventilation (where controlled by teacher.)

(1.) Avoidance of direct drafts.

(2.) Recognition of effect of impure air.

I. Luncheon.

(1.) Selection of period of day when most needed.

(2.) Limited amount of simple nutritious food.

(3.) Not hurried.

J. Rest period.

(1.) Real relaxation without tension.

K. Materials.

Kind and size selected to insure freedom from physical strain and nervous tension.

L. Method.

Should be based on well established principles of modern child psychology.

M. Avoidance of undue amount of noise.

N. Avoidance of over-stimulation and unnecessary repression.

O. Recognition and prevention of causes of fatigue and nervousness.

P. Recognition of fact that inability, inattention, restlessness, apathy, or dullness may be due to some physical defect or other physical cause which can be remedied.

Q. Cultivation of habits conductive to health.

Manner of sitting, standing, walking, etc.

Obedience, self-control, attention, and industry.

III. *The teacher.*

Health, poise, buoyancy, adaptability, are essential for healthful reaction on children.

—From report of the I. K. U. Committee on Hygiene.

THE PIONEER

FRANK WALCOTT HUTT, Myricks, Mass.

Come Ted, and Bob and Joe, I say
Let 's play we 're pioneers, today.

The snowstorm came along just right,
And drifted round the house all night;
And that 's the wilderness so new
That we shall break the first path through.
Come on, boys, here 's the place to rally—
This hill we 'll level to a valley,
And through that bigger snowy mass
We 'll dig a high-walled mountain-pass;
The deepest drift we 'll call a crag,
And there suppose we place the Flag.
And so we 'll form in line, to meet
The snow-plow turning up the street;
And pretty soon, when people find
Clear paths, they 'll follow on behind,
And then we 'll give three rousing cheers,
For we shall be the pioneers.

THE HYGIENE OF THE HEALTHY, NORMAL CHILD IN KINDERGARTEN

The average height of child of five years is between 36 and 41 inches. The average weight, boys: 40¾ lbs. The average weight, girls: 37¼ lbs. In some instances (the Mexicans to be found in the kindergartens of San Antonio and foreigners in the settlement kindergartens), the children are under size and weight, due to lack of or improper nourishment.

Diet varies with condition of child, climate conditions and seasons of year. Food should be simple and at regular times. It would be well for the mother to understand the uses of the food in the body to the growing child, the foods best suited to meet the requirements of the growing child, best method for preparing food, amount of food required, and when to administer food.

Children between two and five years, of normal size, development, and activity require per day about 1200 to 1500 calories; children same age over or under size can be figured from 40 to 35 calories per pound. The calorie measures only the amount of food and it is necessary that the needed number of calories be obtained from a *mixed diet* containing protein, fats, sugars, starches, and minerals. A dietary planned on the basis of 100 calarie portions might be given mothers who do not know food properties or values of different foods to the child.

That the child of five years has only limited facilities for caring for his foods and that his digestive organs are in an undeveloped, immature condition should be understood by his mother.

Recommendations.

1. Great emphasis should be laid in dealing with healthy, normal children, upon personal hygiene. Habits of cleanliness, caring for teeth, hair, nails, should be formed during the years of attendance in kindergarten.

2. Greater use should be made of the parks, providing play apparatus for the small children, and having in charge a trained person to supervise games and give instruction in folk dancing.

3. Kindergarten and mothers should hold meetings once during each school month and the individual teacher and mother should confer whenever the welfare of the child demands it. Visits to the home by the teachers and visits to the school by the mother will do much to promote the health of the child.

4. A very urgent plea should be made against the indiscriminate taking of healthy children to moving picture and vaudeville plays.

5. Pressure and influence should be brought to bear upon more simple dress for children. (Note—Especial care should be taken that the clothing does not in any way restrict free movement or assist in distorting the growing organism of the child. Tight bands about the waist, stocking supporters which drag down the shoulders, should find substitutes which will allow free bodily growth.)

6. Every kindergarten should have its garden plot, planted and cared for by the children.

7. Schoolhouses should be provided with a roof gardens, part of these to be utilized for kindergarten work.

8. School boards should not be allowed to make use of basement rooms for kindergartens. School boards should employ a physician or physicians to make a thorough physical examination of *all* children attending school. The kindergarten children should be included in these examinations; many things can be prevented here that in the higher grades will be difficult to cure.

9. A trained nurse should be employed to have her office in the school building.

10. All elementary public school buildings should be provided with a well equipped kindergarten room and a *trained kindergartner.*

11. Every state should have a compulsory school law.

12. Formation and not information should be the watchword of today.

13. More use should be made of those materials which lend themselves best to the child's self-expression—clay, sand, crayola, etc.

14. We should remember that the kindergarten is for the child and it is his right to be joyous through perfect bodily health.

—From report of the I. K. U. Committee on Hygiene.

SALT BEADS AND WAYS TO USE THEM

Blanch A. Justice.

Always on the lookout for new ways of busy work to occupy the little fingers, I chanced upon the following receipt:

Take one-half cup of cornstarch and dissolve in one-half cup water. Then stir salt into the solution and beat. You will have a mass of creamy dough which you can color any desired shade with ink, stencil color, or dye. Then mold small portions of it into beads. String on coarse straws or hatpins, and in an hour you will have several hundred beads which will be very durable and a delight to your little ones to use in number work.

Give a handful to each child and let them string in groups of 2's, 3's, etc.

Let the children place them on the desk in geometrical forms.

Let them form the Roman numerals with them.

Have a wire across one corner of the room. On it string the beads. Let the little ones stand and count them and find answers to little examples by their aid.

I have also used the same dough (which will keep moist if covered with a damp cloth) for molding in the same way that I would use clay.—*Normal Instructor.*

Now let the New Year be the best year of all your life in the school room. A little more study of educational books and periodicals than ever before. A little more thought and attention to the individual child. A little more progress all along the line.

STORIES AND SUGGESTIONS FOR STORY TELLING

HERR PESSUMEHR'S RETURN HOME

Susan Plessner Pollock, Gotha, Germany.

On the last night of the old year, the day before New Year, Herr Pessumehr had taken a holiday farewell, from all the village children; he had given each a gift and held a farewell speech; it seemed as if he were going to remain away in a foreign land, for a long, long time. The Lerum castle had stood since his departure, quite as if it were deserted, the children from the little house in the wood, had seen how lonely it looked inside. All the people in the village loved the master of the castle. He was missed by everybody, he was their friend and advisor and in need their support.

"What can he have to do in a foreign land?" asked the people, one of another. "It must be better to live in one's native land and on one's own property."

Mr. Pessumehr was still a young man, not very long in possession of the estate. A few years before, his father had been called from earth and only since his death, had the castle and the garden, the wood and the fields, belonged to the young man. Here with his dear mother, he had done much, for the good of the peasants. The mother had also been a loving, friendly, woman and a comfort to the poor people in Lerum. Now, later, when his mother had also died, the young master had felt very lonely in the great castle and as much as he loved his peasant people, he was not contented any more in Lerum; that was why it happened that the thought came to him, to leave his home and move into a large city, far, far away, from Lerum, there lived friends, whom he loved and he wished to be with them,—but what rejoicing there was, throughout the whole village,—as suddenly the news came, that Herr Pessumehr would return.

"Our good gentleman comes," the people called gladly to one another and the Lerum children regularly hurrahed for joy. It was as if a stroke of magic had transformed the town; one saw everywhere, happy faces and the village schoolmaster for joy, took his scholars all for a grand walking trip. Now began in earnest, house cleaning in the castle. The easy chairs all took off their cloaks and the pictures and mirrors could again show themselves without veils. Every window was opened and from every corner the dust was brushed and swept and must fly out of the windows. There was a great scrubbing and dusting and polishing. Mrs. Inspector ran hither and thither, putting the rooms in order; but many things were changed from the way they had formerly been arranged. Many rooms which Herr Master Pessumehr had never used, were unlocked, beautiful things arrived, that were carried in to the rooms and the gardner adorned them splendidly with flowers. You see, Mr. Pessumehr was not coming back alone to Lerum, no, the Heavenly Father had led a lady to the lonely one, who accompanied him home, she was now Mrs. Pessumehr; that was the cause of new rejoicing among the villagers, when they received this news, because now they were sure that their good friend would not wish to travel away again: now his life in the castle, would not seem lonely to him any more. When in the little garden of the god-mother Kranz,—the apples had turned red—then was Herr Pessumehr awaited. Yes! exactly for these festive days, the apples had put on their prettiest dresses, just as had the children from the little house in the wood. The red apples, must indeed remain hanging on the tree; for in spite of the pretty red dresses they wore, they could not go to meet Herr Pessumehr! But Herman and Gertrude, they not only had their best clothes on, they had also feet and could march, and march they did, in rank and file with the schoolchildren and their school teacher, a long distance out from the village; there they came to a halt, like soldiers; they had no swords and guns, but every child carried a flag, or a wreath of flowers, it looked magnificent! The little Reinhard, Wenderlin, Balthasar, who was the godchild of Mr. Pessumehr, was held in the arms of his mother, he could not yet stand steadily on his own small feet; he carried also a splendid wreath, the very largest; Grandmother had wound it of oak foliage and dahlias and on one side fluttered a crimson bow. The wreath, hung over the shoulder of Reinhard, Wenderlin, Balthasar and the leaves and flowers almost entirely hid his little head. The carriage came rolling by, with Mr. and Mrs. Pessumehr sitting inside, bowing to right and left; just then the schoolmaster started a song, and all the children sang with him. The carriage stopped and Mr. and Mrs. Pessumehr got out and then they greeted every single one of the country people: also the children from the little house in the wood, received their individual handshake. The little Reinhard though, the namesake of Mr. Pessumehr, Mrs. Pessumehr took in his arms and kissed him.

"Good fortune and blessings on our good Mr. Pessumehr and his wife," called out many of the old people rejoicingly and "Vivat-hoch"; shouted all the country people, the old and the young, and Reinhard struggled so for joy, with his arms and legs, that Mrs. Pessumehr could hardly hold him tightly.

"My dear wife, will take the place of my mother with you," said Herr Pessumehr. "Those of you who are in need, or sorrowful, they may come to her and receive comfort. The children, however, shall be under our special protection, for they must be educated. We shall very often visit the school and watch carefully every single scholar and require information from the teacher. Also the little ones from the house

in the wood, shall be under our protection, and we shall beg the parents always to tell us if they are obedient and industrious. We love all children, but those who love a child, wish it to be brought up, under earnest discipline, that it may be an upright, God-fearing citizen."

"Vivat-hoch," cheered the country people again and Herman and Gertrude shouted with them, as loudly as they could.

End.

The next story will tell how Reinhard Wendelin Balthaser received his name.

THE COB-FIRE STORIES

BERTHA I. C. PITMAN.

Out in the barn was a large pile of corn cobs. The corn had all been taken off to feed the horses and chickens, and these lovely clean cobs were left to be burned in the kitchen stove.

One day Charles went out in the barn to get a basket full for Hannah, and he thought what a lovely fire they would make in the fireplace. When he went into the house, he asked his mother if he might have some and put them in the fireplace for their twilight fire, and she told him he might.

He got another basket of cobs, and placed them criss-cross in the fireplace until he had built quite a high house.

When twilight came, his mother lighted the paper and sticks under the cobs, and they watched the fire creep up around the cob house. It made such a pretty picture.

After Charles had watched it for some time, he turned to his mother and said, "Mother, do you know what I see in the fire?"

"No, dear, what do you see?"

"It does not seem to be a fire, but all the little flames are fairies and elves and butterflies, and they are dancing and flying all around and having such a nice time.

"The little fairies are dressed in such beautiful colors—red, orange yellow, blue, green and violet, and the little elves are gray, while the butterflies are golden.

"See the little elves climbing up to the top of our cob house just like little carpenters, and the little fairies are having such a nice dance in and out of the rooms of the house, and the butterflies are chasing each other all around.

"You can see the little elves peeking out of the windows at the fairies, for the fairy queen has called all the fairies to come to her so she can take them home and put them to bed.

"There goes the last fairy waving a good-by to the elves. Now see the little gray elves, they too are coming down and going to their homes in the woods, for the light is gone and night has come, and our house of cobs is just beautiful red coals, just like the sunset.

"Did you like my story, mother?"

"Yes, dear, and now that the fairies and elves have gone to bed, I think it is time for Charles to go too, and tomorrow you may build another house and see if we can find another picture in the fire."

THE CRUEL BOY

Robert was a cruel boy. He liked to injure his little pets just to hear them cry.

One day Robert walked out into the field to shoot some birds with his new gun. He soon found a pretty little robin sitting on a limb, singing a song to the other birds.

"There is a bird that I can shoot," thought Robert.

He took careful aim, and when he shot, the little bird fell to the ground and Robert ran to pick it up.

When he picked up the bird, it began to cry, for the bullet had only broken its wing.

What fun Robert had with this little bird! He would throw it up in the air and watch it try to fly. He played with it for a long time, then he took the bird and started for home.

When he was almost to the house he stepped on a sharp nail and ran it into his foot. He was much frightened when he saw the blood on his foot, and it hurt him so bad that he could hardly get to the house.

It was two or three days before he could walk on his foot again.

One day his mamma said to him, "Now, Robert, you see how it hurts your little pets when you injure them."

"Does it hurt them as bad as my foot hurt me?" asked Robert.

"Yes," said his mamma, "it hurts them just s bad."

"Then," said Robert, "I'll never hurt them any more."

After that, when he played with his little pets, he remembered his sore foot and always tried to be kind to them.—*School Century.*

Temper in children may have its origin in, or be a perverted expression of, any of the following desirable qualities: self-dependence, will-power, high spirits, a desire for mental or physical activity, curiosity, initiative, concentration and persistency, imagination, personality, emotional strength. We must get the fact into our heads, and get it there to stay, that the child who can cry hard and long for the fulfillment of a desire, keeping all the time to the point of his desire, the child who can go through a violent fit of temper without bodily injury to himself, has physical energy, emotional strength, will-power and the power of concentration. That same child can use his emotional strength just as well for expressing happiness as he can for expressing anger or disappointment; furthermore, that child can use his physical strength, and will, and persistence, in doing useful, constructive, helpful, positive things instead of using such magnificent forces in purely negative unhappy or destructive ways. Our great problem is so to handle the child as to *prevent useful forces from going to waste* in temper.—*Good Housekeeping.*

Drive thy business; let not that drive thee.—Franklin.

KEEPING A RECORD.

JENNY B. MERRILL, PD. D.

During the Summer School at Columbia University, Mr. Reeder, well known as one of the most successful superintendents of an orphanage, was invited by Dr. Frank McMurry to address a large audience of superintendents gathered from all sections of the United States.

Dr. Reeder has charge of about two hundred boys and girls of all ages at Hastings-on-the-Hudson.

Dr. Reeder's suggestions were invaluable not only for institutional workers but for all teachers and parents.

He considered the three "*Ls*" of child life, viz., *Letters*, *Labor*, *Leisure*, or Books, Work, Play,

For fifty years we have made too much of "*letters*." We are beginning to recognize the educational value of "*leisure*" introducing play into all grades of school, but we do not yet provide sufficient healthy responsible manual *work* for our boys and girls. The third "*L*," labor, is also the child's birthright. We must plan for it more fully than we have.

In his "homes," for the children live in cottage *homes*, each child keeps a record of work done. Dr. Reeder read several of these records.

They included all forms of house and garden work, repairing and making useful articles. Some of the girls reported a long list of foods they could cook.

Superintendent Reeder told an instance of a few boys and girls who had been allowed to enter High School, becoming rather elated as students and showing a tendency to neglect manual work. So important did he believe some form of industrial work at this age as a balance that he decided tht the boys and girls could only attend High School half a day, spending the afternoon in working. He believes this best even tho the High School period should be prolonged to six years. But it was not. After the first year the boys and girls found plenty of time for both *books* and *work*.

Dr. Reeder spoke of the interest of the boys in learning to swim and stated that in the last 12 years they had had thirty thousand "swims" in the Hudson River.

Motives for progress have been given by arranging progressive feats in swimming, thus keeping up the interest, as, "using the spring board, going outside the crib," etc. Boys were proud of their *records*.

Dr. Reeder gave instances of tactful discipline in appealing to cottage pride. For example, too many china dishes were being broken, when a plan was devised to limit the breakage to two pieces weekly. Soon several cottages reported no breakages. It was suggested that if the breakage was excessive, the cottage should use tin dishes for a period. These simple, good natured, tactful suggestions presented a *motive* for *carefulness* and breakages were reduced 50 per cent in a short time.

These successes were recorded and read from the platform and honored as much as records of progress in book studies.

A story was told of a little boy who stumbled and fell but succeeded in holding up the china dish, so anxious was he for his cottage to have a good record.

Dr. Reeder said he had been surprised to find how much children care for *written records*.

For special offenses, as stealing, a child's first offense was recorded in a special book in lead-pencil, the child being told if the offense was not repeated in a given time, he would be permitted to erase the record. The child was present and saw the record made but it was seen by no one else.

A second offense was recorded in ink and a longer trial given. This record could also be erased but with much more difficulty.

The children also receive a good record for courtesies extended to each other and for social graces. Very slight variations in methods of discipline often work wonders. For example, a habit of impertinance to elders was treated at first with fines but no improvement followed.

The older girls were called together and told that hereafter the fines would not be collected, but only recorded, and by abstaining from impudent replies for so many days, the fine could be washed off. This plan hit the mark and the habit yielded to this simple tactful plan.

Each child keeps a record of what he earns, what he spends, what he gives and what he saves. As the children advance in years, and earn more, the responsibility of paying for little things as ribbons is placed upon them, gradually hose, gloves and shoes are added, all tending to encourage care and good management, so preparing for real life.

Dr. Reeder spoke of the fact that the children were often hard to govern after visiting relatives at Easter or Christmas or during vacation.

To meet this, it was decided that the children must earn the right to visit by reaching a given mark during the previous term.

Relatives became interested in the children's records, and encouraged them to do their best on return. This plan was a success.

Children are naturally care free and irresponsible. The record tends to "arrest thought" and to arouse to a sense of responsibility. It saves scolding and punishment.

It creates a personal dignity to which the child responds almost invariably with better conduct. But much depends upon the judicial temper displayed by the parent or guardian.

The secret is to keep yourself in the background. Thus the child is led gradually to feel the force of his own deeds, and the "return of the deed" upon himself.

In adapting these suggestions to home discipline keeping the record a secret at first between mother and child might be a valuable expedient. Under certain circumstances when improvement follows the record might be shown to father or grandma or a favorite aunt or uncle, unless it is one that the child prefers to erase, althogether.

Never buy what you do not want because it is cheap.



PICTURE STUDY VI.

By Mary E. Cotting.

Is this an out-of-doors, or in-the-house picture? What family is it a picture of? Is "it the whole family? Can you count the young bunnies? If Father-Bunny were there, how many would there be in all? Where can he be? Hunting for more places to get food? What do bunnies eat? Do these wild ones eat the same things as younr tame ones? Ever notice their quivering noses and teeth as they eat? Are the wild and tame ones the same color? Have you noticed their feet and legs? What is there about their legs that helps them in making long jumps? Can they burrow any better because the front are shorter than the hind legs? Who makes the burrow? How big is it likely to be? Do the rabbits stay in it all winter? Is it winter in the picture? Why are all the children out with the mother? She has been teaching how to do things which they must learn, and now they are practicing. Little sister is washing her face; thoughtful brother is smelling over the ground trying to find strange smells; fat sister beside him is thinking how to crouch close to the ground as she may be obliged to do when danger is near; big brother just beyond her is stiff and straight—sitting in "his form" as maybe he will sit some snowing day; and strongest brother over there by mother is trying the up-spring that bunnies make when they raise their ears to listen;. he must learn to do this perfectly because some day when danger is near he will need to spring into a long leap and rush away at top-speed. They look as if they were good bunnies, don't they? Would it be safe for Mother Bunny to go away and leave her children out side the burrow? Do you suppose she ever does? Of course she does, and when she comes home they tell her all that's happened. If they have made mistakes while she was away, she will tell them how to do better next time they are left alone. When their lesson for this time is ended what do you think they'll do? Well, I guess they will go among the bushes and play; they love to play especially when their mother plays with them. She gives them a frolic in the fields and woods because they are such good bunnies and try hard to do as she tells them.

Mr. S. J. Carter has not only given us a charming picture but the means of "bringing home" to children the necessity and desirability of being obedient, also the incentive to tell any of the many stories which may be created with the good times and dangers belonging to these little creatures as the subject matter.

THE COMIC SUPPLEMENTS

Thoughtful parents and teachers are still pained by those parts of the comic supplements which are supposed to cater to the child's sense of humor. The coloring is atrocious in most of these pictures and the point of the joke and the drawings that elucidate it, are often equally reprehensible. Many of the daily papers, are, however, making appeals to the child's better feelings, and kindergartners and mothers' clubs should be quick to recognize and encourage such efforts. As an example, we call attention to the "Bedtime Stories Club" of the New York Globe, which every evening contains a little story about the Forest Folk, by Thornton W. Burgess, and illustrated by Harrison Cady. Here we learn entertainingly of the doings of Johnny Chuck, Peter Rabbit, Reddy Fox, Buster Bear, Paddy Beaver, and Danny Meadow Mouse, their interests, their habits, their adventures, their mistakes, their relations to each other. The short tales are told in a way to stimulate the child's observation of animal life, thus personified; the meaning of tracks in the snow, the various ways by which an animal detects the presence of an enemy and the like. Those who send ten cents to "The Bedtime Story Club" of The New York Globe receive a certificate acknowledging them as members of the club and showing that the holder "Is a friend of Old Mother Nature," etc. Accompanying this is an appropriate and fascinating badge bearing a picture of Peter Rabbit, so dear to the hearts of the children. In addition, quaint colored pictures are received, of four of the animals in human garb, delightfully drawn and well-colored by Mr. Cady.

The protests made by kindergarten and parents' associations, are evidently bearing fruit. As rapidly as the tastes of parents can be trained to discriminate between that which insults and that which elevates the souls of their children, just so surely will the public press respond.

It might be well at a mothers' meeting to show some of the vulgar pictures in contrast to these others. The "Christian Science Monitor" contributes some delightful semi-humorous rhymes for the children, in which plants and animals figure.

MOTHER PLAY

THE JOINER OR CABINET-MAKER

Translated from the German of Friedrich Froebel.

SONG FOR THE CHILD.

(Motto for the Mother.)

That every object has a tongue,
Does not escape the child so young;
But, what is easy we little rate—
To this, O parents, give due weight.

Zisch, zisch, zisch!
Hear the joiner's plane!
Zisch, zisch, zisch!
No knots or holes remain.
What a funny little song—
Now it's short and now its long—
Zisch, zisch, zisch—
Zisch, sh, sh, sh————sch!

Zisch, zisch, zisch!
Hear the plane's queer song!
Plane the long board smooth and white,
Till we make it quite light-tight—
Long, long, long,
Hear the plane's queer song.

Sh——sh——sh!
A song, too, sings the saw—
Sh——sh——sh!
It works without a flaw!
To make a short shelf
I'll saw it myself—
Push, draw, push, draw—
Hark to the song of the
Bright little saw!

Note—To see if a surface is "light-tight," place against it a T square, hold up to the light, and if perfectly plane, no light should be visible between the two surfaces.

Commentary for the mother.

The clenched fists, held perpendicularly, glide over a level surface, (that of a table, for example,) first in short, then in long strokes, to represent the movement of the plane that removes all irregularities.

What is the significance, the inner meaning of this simple little play? What relation has it to life?

By means of the "Finger Piano" (See Kindergarten Primary Magazine for) the child was led to see how tone was linked with number and movement; but tone sound, is intimately associated not alone with number, with time and movement, no; but also with quiscent, space-filling form. Yes, here again, tone stands intimately related even to matter. Deep sounds the tone of substances that are elongated, and those tone of substances that are elongated, and those that are short and drawn out thin are high in tone. Long and short—which may be called the middle, the connecting term between space and time—(for both may be both long and short)—is of the utmost importance when we are considering child-life. "You may remain awhile outside, but not too *long;* You must exercise, but not too short a time.

The little song and picture, will give you opportunity, dear mother, to lead your child to observe the various significations of "long" and "short;" the many ways in which both terms are used. Thus doing for the later life of your darling, what an earlier picture and play did in leading him to an observation of *crooked* and *straight* and their various significations, and applications. As there we found illustrations of crooked and straight alone, so here, the entire picture illustrates for your child, the expressions "long" and "short." Give him the pleasure of discovering for himself, resemblances and contrasts. And the little picture will early lead your child to see that external size by no means always presupposes inner greatness, and vice versa. The child will be early led to this conclusion by the giant Goliath, who in the Childworld plays such a laughably important role with the dear little David who appeals so to children. You will surely bethink you here, of your childhood's song, written by the kindly, benevolent Asmusppen—name of Matthias Claudius, late editor of the "Wandsbecker Boten."

"There was once a giant Goliath
A very dangerous man."

His youthful feelings and perceptions seem also to have been thronging in upon the artist.

Shall we clarify all of these in our children and through them in ourselves.

Happiness and peace on them to bestow;
Friends, then will it soon be here better, below.

ADDITIONAL NOTES FOR THE GRADE TEACHER

It is perhaps unnecessary to call the attention of the teacher to the numerous illustrations of long and short depicted here. We see the birds, with necks, beaks and tails and wings of different lengths, the columns, one with horizontal stones, and one with the vertical flutings; the two vases; the various tools, the musical horns, the stringed harp.

As Froebel suggests, the child will enjoy finding for himself examples of the long and the short. He will note the substantial material objects that express those measures, and then the teacher can carry his attention on to the musical instruments, which represent long and short in sound, and then to the two human figures which carry thought on into the spiritual world, the world in which a giant soul may be housed in a short physical frame and a low brutish spirit in a huge body.

The sawing, planing, hammering, motions in long and in short strokes, afford excellent physical exercise, and the charming little marching, skipping song, "We'll play we are giants tall" with its second stanza, dramatizing the short dwarfs, is appropriate here, as are stories of giants and dwarfs.

Imitation of some of the horns and trumpets is developing for the lungs and the children may be called upon to imitate the sounds of sawing, planing, and the like. Also the calls of various animals. Which animals have short calls? which long ones? The baying and the barking and yelping of a dog; the lowing of the cow, the crowing of the rooster, and the songs of different birds.

What relation has the length of a horn to its tone? The difference between the long and short strings of an harp? Let the children experiment with a narrow oblong cardboard box, stretching around it lengthwise an ordinary rubber band, and then twanging it and listening to the sound; then place the same band around the width of the box; it will be considerably shorter; and the difference in sound can be detected, depending upon the difference in the length and thinness of the band.

Have the children illustrate the long and the short vowel sounds; explain long and short meter in hymnology; and long and short syllables in poetry. Ask the children to think over who is the most valuable man in civilization, he who takes a long look ahead and works for the future or he who lives merely from day to day? What is meant by "short-sighted" in optics and how is the term figuratively employed? Meaning of "art is long and time is short."

What effect has climate in regulating the size of plant life and animal life?

Returning to the cabinet-maker, help the children to feel the wonderful skill and muscular control achieved by those who can measure so accurately each small piece of wood in joinery and then saw and plane it so perfectly that each part dovetails and fits exactly into the other. Bring examples if possible of such work, in inlaid boxes or chess-boards. Tell of the wonderful mechanism of the violin, made of many, many tiny pieces of wood, each well-seasoned, exactly fitted together, with a special kind of varnish, to all bring out the beautiful tones of the master, upon the four strings, of varying length and fineness. Some tones high, some low, some long, some short. Music consists of their perfect relation to each other and their control by the master.

We append a few verses that may please the children and also exercise their observation and comparison of, the things around them.

GUESSING GAME.

His leg, his neck, his tail is short,
And curved his back;
And very short, too, is his song,
Quack, quack!

His legs are long, his bill is long,
He's found in Deutschland, not New York;
He takes long flights when comes the fall;
The much-loved stork.

Short are his horns, but long his legs,
And eke his neck;
A giant beast; and large dark spots
His soft coat deck. (Giraffe.)

Ah, very very long his nose,
But rather short his dark gray hose.
(Elephant.)

A long horn and a short one,
One queer rhinoceros wears.
The cow, goat, deer have two horns each;
Of equal length are theirs.

Short are the ears of the horse, cat and bear;
But long those of donkey, of spaniel and hare.

A long stroke, a short stroke, tho bad be the weather,
Will bring us to port if we all row together.

When the pendulum is long, solemn, slow the hall clock's song;
Short the pendulum, then quick, and short the parlor clock's tick-tick.

Among suitable stories is the fable of the visits of the fox and the crane, the fox offering the crane refreshment in a shallow dish from which it cannot eat, and the crane retaliating by offering the fox drink from a long-necked vase.

Also, Jack-the-giant-killer; also the old story of the long nose that was wished upon a foolish woman.

KINDERGARTEN APPRECIATION

The United States Bureau of Education has issued a pamphlet on "The Kindergarten in Benevolent Institutions." Following are two testimonials from Brooklyn, N. Y.:

Gardner Day Nursery says:

"Previous to the time we were able to secure a kindergartner the little ones were like so many stray sheep. Their material welfare was well looked after, but we were unable to pay for someone to amuse them. Now we get the services of the undergraduates of an institute, and it is hard to express the inestimable benefit the training has been for the little ones. The work the children do is not enough to tax their young minds, but is a start in concentration very necessary for children, especially for children in their condition of life."

From the House of St. Giles:

"The kindergarten has proven most valuable in a threefold sense. Not only do our children learn to forget their deformities through pleasant occupation, but they are brought to a realization of their usefulness. They come like other children, playing the same games, singing the very same songs and making exactly the same kind of things in their school work. The result of this is a household of bright, happy children, keenly alive with interest in all their surroundings, gaining physically, and growing in mind and spirit."

More than 70 per cent of the United State's area is "dry" and 52 per cent of our population is in "dry" territory.



THE COMMITTEE OF THE WHOLE

CONDUCTED BY BERTHA JOHNSTON

THIS COMMITTEE OF THE WHOLE, of which all Subscribers to the Kindergarten-Primary Magazine are members, will consider those various problems which meet the practicing Kindergartner—problems relating to the School-room proper, Ventilation, Heating, and the like; the Aesthetics of School-room Decoration; Problems of the Physical Welfare of the Child, including the Normal, the Defective, and the Precocious; questions suggested by the use of Kindergarten Material, the Gifts, Occupations, Games, Toys, Pets; Mothers-meetings; School Government; Child Psychology; the relation of Home to School and the Kindergarten to the Grades; and problems regarding the Moral Development of the Child and their relation to Froebel's Philosophy and Methods All questions will be welcomed and also any suggestions of ways in which Kindergartners have successfully met the problems incidental to kindergarten and primary practice. All replies to queries will be made through this department, and not by correspondence.

Address all inquiries to

MISS BERTHA JOHNSTON, EDITOR,
389 CLINTON ST., BROOKLYN, N. Y.

To the Chairman of the Committee of the Whole:

You have called our attention to the interesting and helpful study of a sensitive child nature in "Jean Gilles, Schoolboy." In the current Cosmopolitan Magazine there is now running a series of studies of boy nature by Booth Tarkington that are certainly delightful and altho Penrod is a natural, normal, healthy American boy, the very fact that he represents the *average* boy, enables us in a measure to see life, and to view people and events from his standpoint and should help the parents to better understand and sympathize with their boys. I am not at all sure, however, that I would recommend *my boy* to read the series. I think a great many books describing child life are better for the parents to read than for the children who usually are up to enough mischief without new ideas being put in their heads. S. M. F.

The Bulletin of the American Medical Association cites the instance given below to illustrate the close connection between eye-strain and crime. This may be an extreme case, but any teacher who has a seemingly incorrigible child in her class may well investigate the condition of his eyes and his teeth before giving him up as hopeless. Undoubtedly the reason why many children do not "take to books" is because of defective vision which makes reading a strain and a weariness.

"A San Francisco school teacher, who had suffered much from eye troubles herself, described an incorrigible child in her school who appeared to have some defect of sight. This suspicion had been repeatedly reported to his parents, but as they were poor as well as ignorant, nothing had been accomplished so far. She decided, therefore, to make an independent effort in the boy's behalf and solicited the assistance of her oculist's aid.

"His teacher said that at the age of 11 years he was the worst child in her experience of many years in school work. He frequently played 'hookey,' associated with the worst boys of all ages, smoked cigarettes, swore like a trooper and lied outrageously; besides, he seemed to take a stupid pride in learning nothing and thwarting all her efforts. The only physical defect noticed was that he held print unusually close to his eyes

Examination showed one eye had two-sevenths and the other one-fifth of normal vision.

"More than a year afterward the doctor saw the teacher again and inquiries were made with misgivings. She said that after she procured the glasses and had gained consent for his wearing them, the child's transformation was rapid and complete. He had become the willing slave of the the teacher, where before he seemed to resist her every interest in him; he never missed a day in school, where formerly playing truant was chronic with him. He was the head of his class now, where previously he was too dull to be classed at all; he had voluntarily stopped his numerous bad habits and had become the marvel of the neighborhood as well as the joy of his parents, and so on.

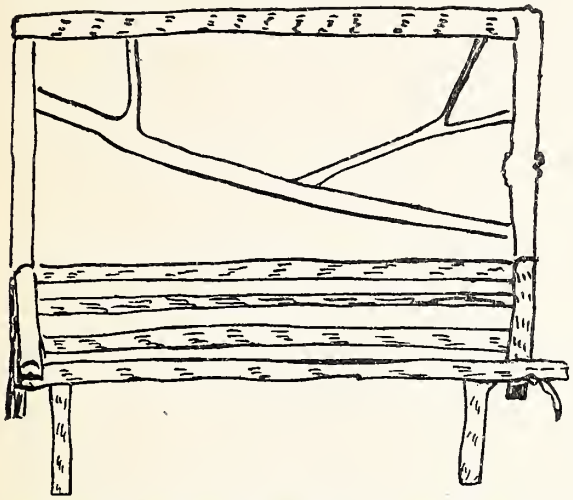
" The explanation of this metamorphosis is simple and natural. The child was more than three-fourths blind and no one had known it. He could not learn because he could not see, and his eyes and head undoubtedly pained him when straining to see. His incorrect aud absurd answers made the other pupils laugh at and guy him, so he hated everything connected with the school, and in playing truant he met the worst possible associates and learned from them his notable array of vicious habits.

" When he put on his glasses he saw the world for the first time clearly and in comfort. He therefore was able to learn and his ambition was aroused.

Hence he loved schooling and the opportunity to show his real capability, and by regular attendance at school lost the bad companionship which was really responsible for his show of criminal tendencies. After the boy became the pride of the school, his parents took an interest and aided him, where before they ignored so unlovable a child. A boy who at the age of 11 was the worst child in the school and neighborhood and was absolutely callous to all moral suasion, would probably have developed into a criminal. It is no exaggeration, therefore, to say that the development of a dangerous breaker of law and order of an extreme type was prevented by a pair of glasses."

In order to show what can be done with the Christmas tree, after it has served it's purpose as a thing of beauty and joy, the editor sawed from a small tree the smaller branches and twigs, and made a wee rustic seat about four inches in length; after it was finished she found her respect for the Joiner, his skill and patience, immensely increased. The measuring and cutting of the

pieces so that the legs rested on the ground, or table, and so that the lengthwise sticks exactly met the crosswise pieces, required a good deal of effort and continual testing, on the part of one not used to such work. Our final conclusion is, that such work is within the power of older boys and girls and is doubtless good for a beginning, as being rustic, it does not require precise fitting



together of parts, that is essential in real joinery; i. e. in the work with planed and rectangular surfaces. As seen in the picture, our first attempt was not of pleasing proportions--the back is too high for the size of the seat. Will not some of our readers tell of their experiments with Christmas-trees.

RURAL SCHOOLS AND HOOKWORM DISEASE

That hookworm disease is responsible for lack of progress in many country schools; that it can be eradicated, and that the rural schools are now taking the lead in the movement to destroy this and other handicaps to good health, are some of the conclusions of a bulletin by Dr. John A. Ferrell on "Rural School and Hookworm Disease," just issued for free distribution by the United States Bureau of Education.

"Hookworm disease is one of the most prevalent, most insidiously harmful, and most completely preventable diseases known to man," declares Dr. Ferrell. "It causes human suffering and economic waste altogether out of proportion to its apparent death rate. Many ills that have been attributed to mental and moral weakness of whole bodies of people are now definitely known to be due to this infection, and curable with its cure. Its eradication is one of the most important and pressing problems before the people of the southern half of the United States and of other semitropical lands.

"In combating hookworm disease it has been found that the rural school is the greatest medium for the spread of the infection and the most important protective agency against it. In some schools investigated the infection has been found to be 100 per cent—the teacher and every pupil a victim of the disease. Records of the International Health Commission show an average infection among rural children of school age for whole counties running as high as 70 to 90 per cent, while in some sections of Virginia, Kentucky, North Carolina, Tennessee, Arkansas, and other states the disease is less widespread, with 10 per cent or less of the school population infected with hookworm. The general average for all the children examined to date is 40 per cent of infection.

"It is through the rural school, whence the infection comes, that the remedy must also come. The measures necessary for permanent control of hookworm disease are health supervision, health instruction, and perfect sanitation. The rural school can aid in health supervision; it can supplement and drive home health instruction, and above all it can teach good health and clean living by being itself a model of sanitation for the community. No matter how energetic a National or State campaign for eradication may be; no matter how many cases of hookworm disease are cured for the time being, unless the school and the community maintain a constant vigilance in behalf of positive measures for good health, permanent control of hookworm or any other disease transmitted by soil pollution will be impossible.

"Hook worm disease, like typhoid fever, is due to careless disposal of human excreta. Once schools and dwellings in country districts are provided with sanitary privies of one type or another, there will be little danger from hookworm.

"A study of the hookworm problem has shown not only the need for sanitary privies, but the need for more adequate sanitary supervision by competent medical officers. There should be in every community a capable superintendent of health, devoting his whole time to public health work.

"Frequent and systematic instruction by the public schools in the elements of personal and community hygiene is necessary for permanent control of disease. When the citizens of a community are taught from early childhood the necessity for the care of health, they will need no urging to provide expert health supervision and sanitary privies in every community.

"The campaign against hookworm disease is a campaign of education, and it is right that it should be waged in the public schools."

QUESTIONS ON THE TEACHER'S ATTITUDE

Is the smile on my face frozen on, or does it show because I am cheerful?

Do I paralyze my pupils' minds by filling them with fear?

Do I consider the pupil's weakness, or do I indulge him to save myself trouble?

Do I class the slow response with wanton reticence? Or with stupidity?

Do I think a pupil stupid because he can not meet the school tasks?

Do I encourage selfishness and egotism by constant censure? Or do I merely alienate the pupils from me?

Do I abuse my pupils to improve their characters? Or just to relieve my feelings?

Do I use sarcasm and ridicule for cheering my pupils? Or what do I use them for?

Do I successfully use suspicion and cynicism to arouse the confidence of my pupils—in me? Or in themselves? Or in human nature?—*Exchange.*

HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

DEAR RURAL TEACHER.—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children, and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

FEBRUARY—1915

Warmer sunshine, melting snow,
Longer days come on,
February's here, you know,
Winter's almost gone.—Selected.

What is the name of the new month? How many days has it regularly? How often does it have another day and why? To what season does February belong?

What birthdays of great men occur during the month?

Make a February calendar, using the flag, or the colors red, white, and blue in decorating same. Indicate all special birthdays by using the color red for the figures. Place stars to indicate the national holidays.

PATRIOTISM.

The story is told of an immigrant who landed in our country when a great political campaign was in progress, on being asked which side he favored, replied "I am agin the government."

This is in many cases the attitude of foreigners toward their own home government, but in very few instances do we find this true of a native American. One can not be a loyal citizen without being true to his country.

It should be the duty of every teacher to teach patriotism, and there is no better month in which this may be taught, as it is naturally taught in connection with the birthdays of the noted men during the month.

Celebrating the birthday of Lincoln, Washington, Longfellow, Edison, St. Valentine, and others; and by portraying the true character of these men, and by having the children take part cannot fail to give pleasure, and be of lasting benefit.

Younger children, especially, picture for themselves an ideal world. See that they are furnished the highest ideal characters possible for this work of imagination.

FACTS TO REMEMBER.

George Washington was always truthful. He was kind to his mother, and gave up his own pleasures rather than displease her. He was painstaking in all that he did. He was brave and fearless, but trusted in God.

Lincoln was honest and kindhearted. He sacrificed his own comfort and happiness to relieve suffering even of animals. No task was too difficult in the cause of right.

Longfellow was the friend of children. He wrote many poems of special interest to children. He was just, gentle, and kind.

Edison is the greatest inventor living. He is always trying new electrical experiments, with the desire to find more inventions to make work easier, and give people more pleasure.

St. Valentine loved to help everyone, and when he could no longer visit them he sent them messages of cheer. We follow his example on his birthday.

"Heroes are not all six feet tall;
Large souls may dwell in bodies small."

PICTURE STUDY.

Washington—Gilbert Stuart.

Lincoln statue—St. Gaudens.

During the month of February the school rooms should be decorated with flags, and the colors red, white and blue, also as many pictures as possible to represent any incidents in the lives of the heroes mentioned.

Gilbert Stuart, an American artist, ranks with the greatest English painters of portraits. His chief talent lay in painting heads.

He painted many portraits of men and women prominent during the Revolutionary period. His greatest ambition was to paint a portrait of Washington for whom he had the greatest respect. This is the one usually studied. The style of dress of the time is shown by the high stock, and the carefully dressed hair.

The original now hangs in the Boston Athenaeum.

Augustus St. Gaudens stands first among American sculptors. He was born in Dublin, but brought to America soon after his birth.

His especial talent was shown in the expression of heroic ideas and characters.

The artist was but a boy at the time of the Civil War, and he learned to love Lincoln for his kindness of heart and great wisdom. His statue is placed upon a broad foundation at one of the entrances of Lincoln Park, Chicago.

Have this picture before the children if possible when giving incidents in the life of Lincoln, as the slightly bowed head, thoughtful and kindly expression and style of dress are nowhere more correctly portrayed.

BUSY WORK.

The children will enjoy the third and fourth gift blocks during the month. They will enjoy constructing bridges, forts, a monument, log cabins, fire places, etc.

Paper cutting may be swords, soldiers, caps, horses, guns, hatchets, valentines in various shapes, envelopes, cherries, bells. A February poster representing the home of Lincoln may be made. It should contain a

rude log cabin, a few bare trees, low shrubs, and rail fences.

Have each child make a booklet, either Washington or Lincoln. If Washington is chosen the cover may be decorated with hatchet or cherries, and for Lincoln his early home, the log cabin. If but a folder the inside may contain a few events in their lives, and each should be tied with red, white, and blue ribbon.

PRACTICAL NUMBER.

At two cents each how many valentines can you buy for ten cents?

How many one-cent postage stamps can you buy for 8 cents? How many two-cent stamps for 10 cents?

If oranges cost 5 cents each, how many can you buy for 10 cents?

If you have 8 sticks of candy, and you wish to divide it evenly among four friends how many sticks wil each have?

If a pair of shoes cost $3, how many pairs will $6 buy?

If you hand the clerk 5 cents to pay for pencils at 2 cents each, how many pencils will you have, and how much left?

Boxes of number cards should be in the hands of the children for busy work. They will soon learn to make their own problems, and for oral work have the children give examples about the problems they have made similar to the ones suggested.

WORD GAME.

Give the children a talk upon the use of the telephone and telegraph.

Place a list of words upon the board for review. With two cans attached to strings construct a telephone. They are to use words only. One pupil takes the receiver and names a word the other pupil spells the word correctly through the phone. If he fails, another takes his place. They may vary it by spelling a word, and asking the other child to name the word.

The children will enjoy playing the "telephone game" themselves. Say to some pupil, Mary, you may telephone a word, and name the child you wish to have receive your message. They may be divided into two groups, one group sending the messages, and pupils from the other group receiving them.

A LANGUAGE AND COLOR LESSON

M. Evelyn Carroll, New York.

The following is a practical combination of language and art work for first grade children.

On a sunshiny morning the children observe the standard colors shown through a glass prism. The teacher asks, "John, what color do you see?" She insists on a complete story in reply.

John—"I see red. I see yellow. I see blue," etc., until all the colors are mentioned and all the children have recited.

After the children have had a pleasant time with the prism it is put away and the following game is played.

Teacher—"I see a pretty hair ribbon. Can you guess which one, Jane?"

Jane—"Are you thinking of Helen's blue hair ribbon?"

Teacher—"No." (The child whose name is mentioned has the next turn.)

Helen—"Are you thinking of Ethel's red ribbon?"

Teacher—"Yes. (She continues.) I see a pretty necktie."

"The game goes on indefinitely, the teacher thinking of flowers, dresses, etc., the children guessing and each time giving a complete sentence in response. The game works especially well with shy backward children because of their love for color.—*Normal Instructor.*

JOYOUS WORK

And what more joyous work could one ask than that of the teacher! To no one else comes the opportunity for constructive and productive work that comes to the teacher. No one else, except perhaps the parent, touches the young lives in such a way, or has such an influence upon them for good as has the teacher. And what more precious thing can we give to a boy or girl who is growing into manhood or womanhood than a healthy, happy, clean-minded outlook on life and its duties, pleasures and responsibilities.—*Harold O. Cullen, Educational Exchange.*

She's very sweet, my mother dear,
I want to tell her so right here;
And give to her this heart of mine,
And sign myself her Valentine.

We send you this sweet valentine,
Your good, true heart to cheer,
And may the happiness it brings,
Be with you all the year.

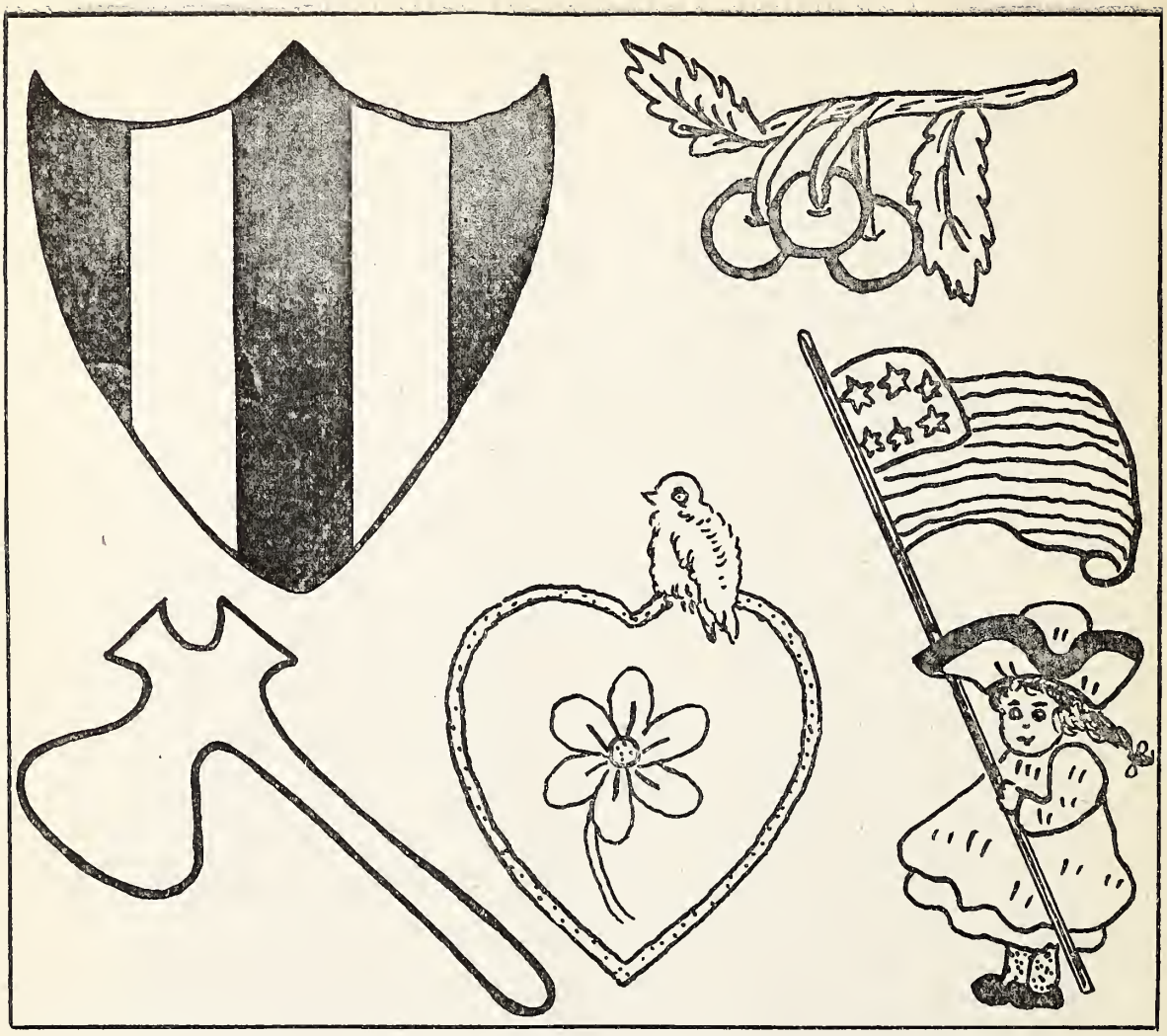
Here is February,
Such a tiny thing;
She's the shortest daughter
Mother Year can bring.

Whenever a snowflake leaves the sky,
It turns, and turns to say, "Goodby,
Goodby, dear clouds, so cool and gray,"
Then lightly travels on its way.

February sunbeams
Brighter grow each day,
Telling that the winter
Soon will pass away.

In the January *St. Nicholas* is an excellent reproduction of a wax tablet of the second century A. D. containing a schoolboy's exercise in number work. It will interest educators and high school students. The descriptive sketch is by one of the editors of the Kindergarten Primary Magazine who saw it in the British Museum a year ago.

Difficulties are meant to rouse, not discourage.—*Channing.*



L. R. S.

Blackboard Suggestions for February, by Laura Rountree Smith

CARRIER PIGEON SERVICE

An interesting feature of the United States and Dominion Company's steamers plying between Duluth and Port Arthur and Isle Royal is the carrier pigeon service inaugurated some years ago, and now carried on successfully as a means of communication between the steamers and the Duluth agency. The wise little birds are released from the steamer carrying messages of commercial importance as well as communications from passengers to their friends. A small charge only is made for such service to cover cost of re-mailing, etc.

CURING THE DRINK HABIT

A business man formed the habit of leaving his office each morning about eleven o'clock to get a drink at a nearby bar. One morning, when he was in a great hurry, he dashed into a nearer drug store and bought an ice cream soda.

Much to his surprise, he found the drink quite as satisfying. As a result, he has changed his cocktail habit into an ice cream soda habit. He has been on the new drink now for over six months and feels safe enough, and so gratified that he no longer hesitates to tell about what he considers to have been a narrow escape.—*Western Teacher.*

MAKE YOUR OWN DRINKING CUPS

If drinking cups are not at hand you can make them.

Material.—8x8 inch square of any smooth tough paper.

Fold on one diagonal. Place on desk with fold at bottom.

On the left hand edge measure up from lower corner 4½ inches and place a dot.

Fold lower right corner to touch dot on the left side and crease.

Turn paper over. Fold lower right corner to touch angle of fold on left side. Fold down the tri-angles left at the top, one on each side and tuck into the openings of lower folds.

These may prove more expensive than the regular manufactured cups if time of pupils in making them is considered, but the hand work experience will make up for it.

AIMS IN TEACHING

In a recent address to principals, on the subject of elementary history, Dr. Maxwell, city superintendent of New York, emphasized the following fundamentals. we quote a part of his address from *School*:

CAUSE AND EFFECT

"In a word, inquiry into causality should be the chief means used in the study of history. Schopenhauer maintained that the idea of cause and effect was the one innate idea of the human mind. However this may be, of one thing we are sure—the desire to determine causes is the most fundamental power of the human mind. It is easy for the mind to pass from a preceding event to a consequent event when they stand in the relation of cause and effect. When two events are presented in any other way, they require an arbitrary act of memory, which is always distasteful and never produces an enduring effect. The inquiry as to cause and effect, on the other hand, carries the young mind irresistably along, and makes study a pleasure. What is arbitrarily memorized and painfully acquired is distasteful and the mind casts it out, just as the body refuses to assimilate unwholesome food. On the other hand, the pleasure of following up a logical chain of carefully connected events is keen and permanent. Which method, the nation method or the selective event method, lends itself most readily to the determination of cause and effect in history, is the criterion that will finally develop a method that will endure.

"I wish to place this idea of causality side by side with three great aims of the teacher in the school, which I have emphasized during the last three or four years.

THE THREE GREAT AIMS.

"The first of these aims, as you will remember, is to give special help to the slow and backward child.

"The second is to cultivate in both teachers and pupils the habit of concentration, giving the whole mind and energy to the task immediately at hand.

"The third is to cultivate the habit of systematic reflection—that is, going over carefully in one's mind the conduct of each task or of each day, in order to discover and correct mistakes or to lay up good precepts for future conduct.

"Besides these three fundamental principles of school administration, I place, as of equal importance, the habit of tracing, wherever possible, cause and effect in all phenomena considered. If teachers would regulate their teaching by this procedure, it would improve all teaching very greatly in a brief period."

Barracks are a horrible invention of modern times. They originated in the seventeenth century. Formerly there was nothing but the guard-house, where veterans played cards and told fairy stories. Louis XIV is the precursor of the Convention and of Bonaparte. But the evil has come to a head in the monstrous institution of military service. To have forced men to kill each other is the disgrace of emperors and republics, the crime of crimes. In the so called barbarous ages, cities and princes entrusted their defense to mercenaries, who made war deliberately and prudently; in some great battles there were only five or six slain. And when the knights engaged in war they were not forced to it; they were killed of their own free will. It is true they were good for nothing else. In the days of Saint Louis no one would have dreamt of sending a man of learning and intelligence into battle. Neither was the laborer dragged from his plough and forced to join the army. Now it is considered the duty of a poor peasant to serve as a soldier. Now he is driven from his home with its chimneys smoking in the golden evening light, from the fat meadows where his oxen are grazing, from his cornfields and ancestral woods. In the courtyard of some miserable barracks he is taught how to kill men methodically; he is threatened, insulted, imprisoned; he is told that it is an honor, and if he desires no such honor, he is shot.—*Anatole France in The Conservator.*

"I consider every public schoolhouse a sacred temple of education. Within its friendly walls a message of hope and inspiration has been brought to the American boy. There he has learned that no task is too hard for him to attempt, no height too lofty for him to scale. There he has found the universal key that unlocks all the mysteries of science and art, the magic key of study. And beyond all the reading, all the writing, all the arithmetic that have taxed his patience through snowy winter mornings and sultry summer afternoons, the American boy has learned something else in the public school. He has learned the American's first lesson, the lesson of equality and equal opportunity.

"There are no favorites in 'the little red schoolhouse.' The son of the banker and the son of the mechanic meet there upon a common footing. Each school is a miniature republic where industry and ability are the only roads to favor and success. As everyone of Napoleon's soldiers carried in his knapsack a field marshal's baton, so each American boy carries in his school bag a title to the presidency of the United States. Whatever else they do the schools of America produce real Americans, fit for the duties and the responsibilities of American citizenship."—*Gov. Glynn, New York.*

A PATTERN BOOK

For years I have gathered patterns and placed them in envelopes only to become defaced and rather useless. Now I gather them all in a blank book. This book is made by tying together full-sized sheets of commercial note which can be bought at any stationers. Into this book I trace any pattern and with a sheet of transfer paper always at hand can transfer any pattern easily. Thus all patterns are in a neat compact form where they may be easily reproduced by placing transfer paper between the pattern and the paper to be used. S. E. B.

—*School Arts Magazine.*

POINTS IN STORY TELLING

Susan M. Kane.

The ability to tell a story is a gift, and a teacher who has it is to be congratulated. But even when one has very little in that line it is an art that can be acquired.

One reason that so many teachers read stories to their children instead of telling them is that they want to tell a story as they heard some one else tell it and not in their own way. They feel they have not the ability to give it dramatic effect.

Gesture and dramatic poses are not necesary in telling a story. Neither is it necessary to express the varied emotions with fetching facial expression. One can readily recall stories that made a lasting impression on one's mind and they were told when nestling in the crook of some one's arm when neither hand nor face of the story-teller were seen. The best story-tellers I have ever listened to have been seated about the dim light of a dying peat fire, the person only faintly seen. The stories were told as though talking to an intimate friend, simple, sincerely, allowing the voice and expression to take care of the dramatic effect.

A beginner in story-telling should choose a story she likes and she should tell it first to some one whose criticism will be given frankly. An honest friend's criticism is always enlightening and none is more so than when the friend is a child. Tell the story over and over again. Children will not object if the story is a good one, for, when you are telling it aloud, he is telling it to himself, and feels he is as good a story-teller as you are, which is part of the charm of the story to him.

The telling of the story many times is good practice in gaining self-confidence and ease and it is the very best way to break one's self of the beginner's great fault in story-telling—talking too fast. Children love the deep pauses in a story when the telling points have time to sink in. "A rattling good story-teller" is often low of speech. If you talk too fast the children cannot keep up with you and lose interest.

Nothing in a story so confuses a child as elaboration. Adults may like it, but a child wants the plain, simple facts.

A story should never be discussed during the telling. Its completeness is spoiled. Most Sunday school story-tellers have this fault. They are so anxious to rub the moral of the story in that they are constantly interrupting the story with their own questions and not infrequently the unexpected results.

The story should be told so well that all unconsciously the moral sinks in. Often a well-told story falls flat because the story-teller moralizes or adds a preachment which becomes meaningless words to the child.

If the story is known perfectly, and it is loved and there is a desire to tell it, one does not have to be a professional story-teller to do it well.—*Pimary Education.*

WASHINGTON'S BIRTHDAY.

Dr. Mary E. Law, Toledo, O.

The children have had their introduction into the history of their country by the celebration of Columbus day and Thanksgiving day. Now they come to the beginnings of our government or the idea of liberty for which their ancestors fought and bled. An idea which was crystalized in the form of a constitution, which guarantees to one and all the right to life, liberty and the pursuit of happiness.

Washington should be presented to the children as the first president of this nation, a man of truth and honor and not as a great soldier. Let that side of his character be reserved for the children in the higher grades. We can only give a vignette of Washington in the kindergarten, not a portrait. The story of the cherry tree with a fable or not should be told the children to bring out that side of his character which made him famous. That little story of Washington has done more to inculcate truth-telling among American children than all the sermons that ever were preached. He was too brave and courageous to tell a lie. Only cowards tell falsehoods.

The story of the flag should be told and the oath of allegiance taken. "I give my head, my heart and my hand to my country; one country, one language, one flag."

The toast, "Washington:—first in war, first in peace and first in the hearts of his countrymen," should be learned by every child. The colonial flag of thirteen stars and stripes should be made and the significance of the colors and stars explained. A flag of the present year should be exhibited. Hats and shields and other red, white and blue occupations made.

His old home at Mt. Vernon should be made with the gifts as well as the capitol at Washington.

Patriotic songs and marches and other suitable exercises should signalize an event long to be remembered.

Lincoln's birthday, which comes the same month, may be celebrated in alternate years.

SEAT WORK FOR FEBRUARY

Cut out a flag and color.

Make a shield.

Draw hatchets, color red.

Cut out a house. Use brown crayon to make it a log house.

Illustrate Lincoln chopping rails.

Illustrate Washington marching with soldiers.

Trace around hearts and make a valentine. Other valentines.

Make up little rhymes for valentine verses. Give a list of rhyme words, as mine, thine, etc.

Make dominoes. Use hearts instead of dots.

Arrange hearts in groups of 3's. Then write by 3's.

Illustrate child going to letter box to mail valentines.—*Primary Educator.*

Hackensack, N. J.—The borough council has granted the Board of Education the use of the council chambers in the Municipal Building for kindergarten purposes.

PREPARATION OF WOMEN FOR TWENTIETH CENTURY LIFE

MARY E. WOOLLEY, President Mount Holyoke College

That education should prepare for life is not a new dictum, a recently discovered truth. But when we say that education should prepare for twentieth century life, we are looking at an old truth from a new angle.

President Jordan of Leland Stanford Jr. University, in an address to his students near the opening of the century, said:—

"Compared with the centuries that are past, the twentieth century, in its broad outlines, will be like the rest. It will be selfish, generous, careless, devoted, fatuous, efficient. But three of its traits must stand out above all others, each raised to a higher degree than any other century has known. The twentieth century, above all others, will be strenuous, complex, and democratic."

The characterization of the century applies not only to men; it is equally true for women. The mere statement that an age is strenuous, complex, and democratic,—interpreting democracy as that which "exalts the individual," values "men as men" and women as women,—gives an insight into the kind of preparation necessary in order to live its life strongly and well. Our grandmothers had "faculty," to use a good old New England expression,to a marked degree, but new conditions demand new training, and the preparation adequate for the comparatively simple life of their day is not adequate for the complexity of ours. In a certain sense, the consideration must be a restricted one, for, under our present social order, not every woman can have preparation for the life of the century in which she lives and that restriction in itself puts an added responsibility upon the shoulders of the women who do have the opportunity. Modern life has not outgrown the principle of *noblesse oblige;* it simply presents it in a new setting. The earnest woman of today does not look upon education as a personal acquisition, without bearing upon the common welfare, or consider that schools and colleges exist in order that she may be "highly accomplished," stamped with the hall-mark of culture.

Several years ago, a university president, whose views on general educational subjects are more discriminating than on the woman question, expressed the fear that "modern woman, at least in more ways and places than one, is in danger of declining from her orbit." Aside from the difficulty of defining aforesaid "orbit," it is well to remember that the century calls for many kinds of service, from women as well as from men. It needs the service of the home maker, but for the woman of the twentieth century the question of home making must broaden into a conception not to be confined within the walls of her own dwelling. Her responsibility includes the home of the other woman, the woman who is living in a tenement, not differentiated by the word "model;" whose only "sleeping porch" is a fire escape, which must also serve as the family storeroom and the family coal bin; who has never heard lectures on sanitation—probably does not know the meaning of the word—and is so accustomed to inner rooms, where sun and air have never penetrated, to close hallways and foul odors, that light, airy, sunny rooms would seem like a bit of heaven brought down to earth, as indeed they are; whose children learn life not from the wholesome influences of the home but from the unwholesome influences of the street; who ekes out an existence by an unending round of weary toil and never knows what it is to have a *living* wage.

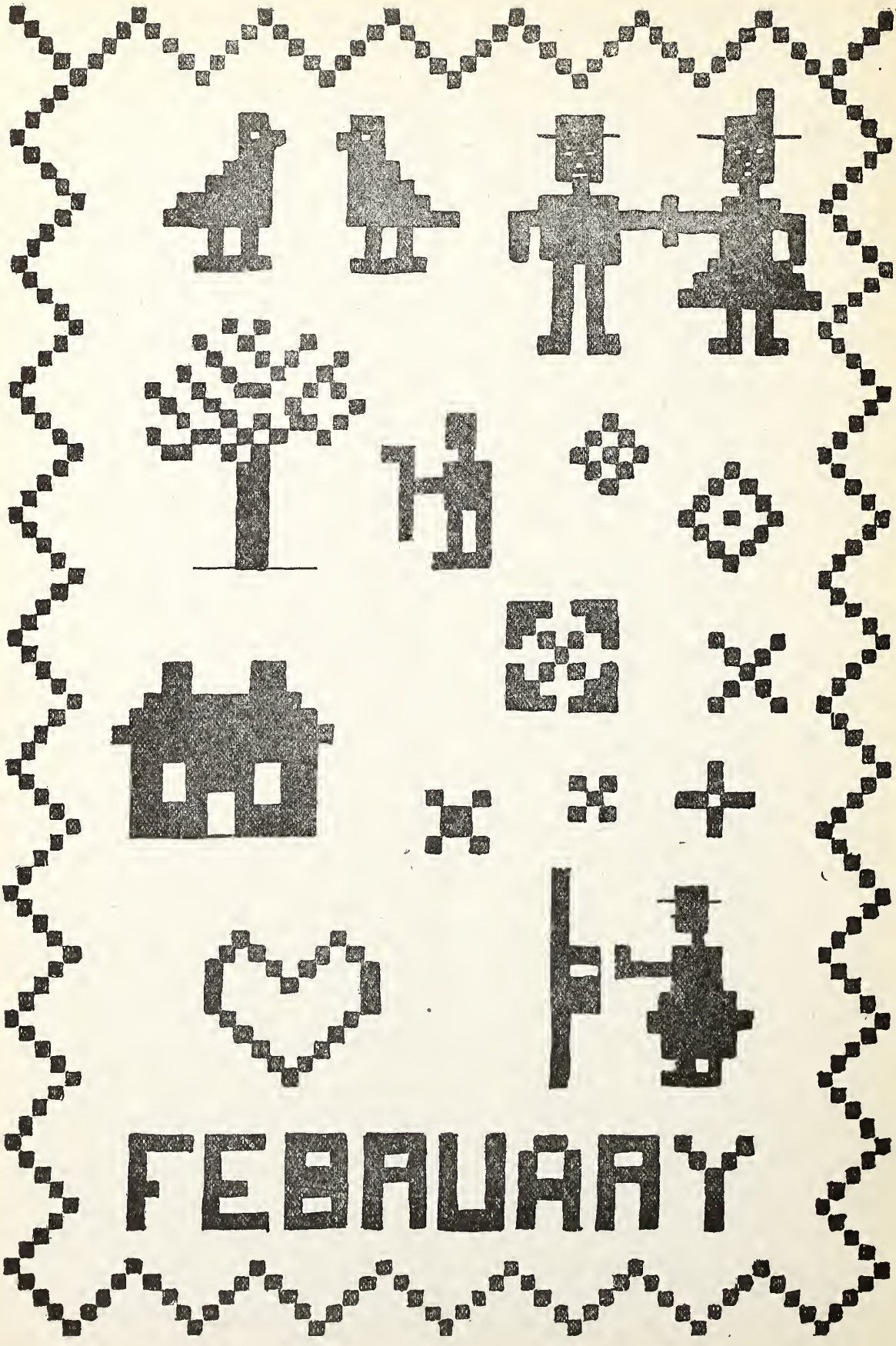
In other ways the "home maker" of the twentieth century has a very much wider responsibility than her grandmother,—a responsibility for the industries taken out of the home and intrusted to bakeries and restaurants, laundries and soap factories, canneries and dairies, mills and tailoring establishments; a responsibility for pure food and clean streets, hygienic schoolrooms and wholesome amusements, for the prevention of contagious diseases of the body, and the climination of drunkenness and the social evil, the contagious diseases of the soul. Above all, upon her rests the responsibility for the child life of the nation, that it may not be defrauded of the child's right to play and happiness, education and good influence.

From the home, as the center of the century's life, radiate lines of activity for women of which our grandmothers little dreamed. Upon the one which teachers represent so impressively, I should like to dwell for a moment because real teaching belongs in the category of the great enterprises which stir the imagination, excite the ambition, and stimulate the powers.

All along the line, from kindergarten to university and professional school, there is a demand for men and women of originality and force, who will bring to educational problems the same degree of intellectual power that is blazing the way in the physical sciences, in discovery and invention. Teaching demands also the comprehensive mind, the mind that can master details and not be mastered by them, that can see a subject in the large. The more elementary the course, the more necessary are breadth of vision, mental grasp, and power of selection, for the immature student must have blazed for him the trail which the more advanced can discover for themselves.

The promotion of a great enterprise demands the qualities of initiative, comprehension, and insight; if the enterprise concerns the development of human beings instead of things, it must define insight in terms of sympathy. The investment of one's self in others, which is really what the cultivation of this power of sympathetic insight means, pays big dividends. What those dividends are, the teacher never fully knows, and he must be willing both not to know and not to expect them to be paid to him in recognition and appreciation. As Professor Palmer says in

(Continued on Page 198)



SQUARED UNITS FOR FEBRUARY—F. G. SANDERS. (See following page.)

SQUARED UNITS FOR FEBRUARY

F. G. Sanders, Toronto.

(see illustration on following page.)

These simple squared drawings can be copied by the children.

First—Solid.

Second—In outline, and colored with paints or crayon.

Third—In wool, or silk on canvas.

DRAWINGS

Love birds.

'Tis said the birds choose their mates in February, and so they started the idea of sending love messages in that month.

Children with valentine.

George Washington and the cherry tree.

Lincoln's cabin.

Girl posting valentine

Heart.

Snow-flakes.

"February next in line
Brings lovers true their valentine."

HEW TO THE LINE

Teacher—Now, Willie, where did you get that chewing gum? I want the truth.

Willie—You don't want the truth teacher, an' I'd ruther not tell a lie.

Teacher—How dare you say I don't want the truth. Tell me at once where you got that chewing gum.

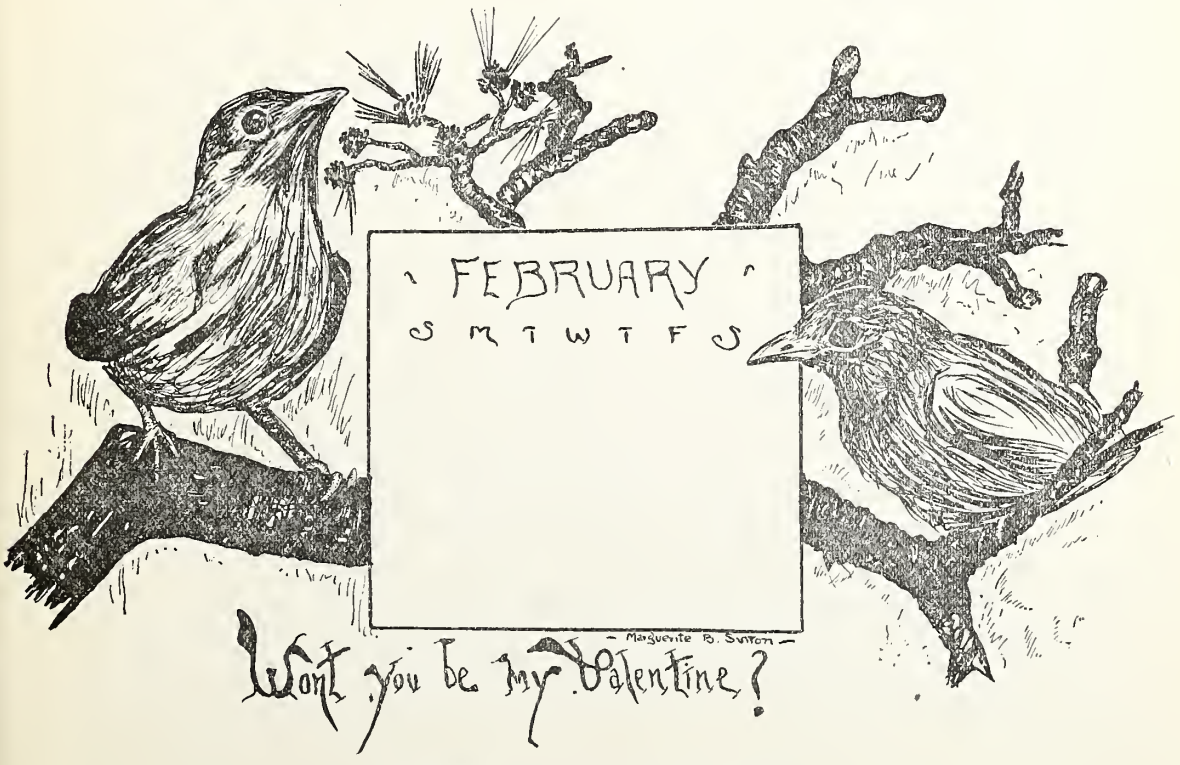
Willie—Under your desk.

TEN LECTURES ON PSYCHOLOGICAL VALUES FORWARD

The bearings of psychology on every human interest under the sun are daily becoming more evident. The author, the lawyer, the physician, the actor, the artist, the business man are learning what the teacher has long known, the value of psychology in its application to their work. This course will deal with some of the more recent psychological literature. It will aim to show how psychology may aid in interpreting and solving some vexing problems of the day.

Wednesday, 4 P. M. Hunter College Room, 101

1. Psychology of Today and Yesterday. . . . . Jan. 13
"The Classical Psychologists"—Benjamin Rand.
2. Laboratory Psychology . . . . . Jan. 20
"Founders of Modern Psychology"—G. Staley Hall.
3. The Relation of Psychology to Present-day Problems . . . . . Jan. 27
"Psychology of Advertising"—Scott.
"Human Nature Club"—Thorndike.
4. Tests and Training of Feeling . . . . . Feb. 3
"Psychology of Emotions"—Ribot.
5. Attention as a Criterion of Intellect . . . . Feb. 24
"Psychology of Attention"—Pillsbury.
6. How to Rest Mentally . . . . . Mar. 3
Summer Schools vs. Rest-Cure and Travel.
7. Stages in Human Instinct . . . . . Mar. 10
"Fundamentals of Child Study"—Kirkpatrick.
"Outline of Psychology"—Titchener.
8. The Power of Transcending Actual Experience . . . . . Mar. 17
"Fact and Fable in Psychology"—Jasrow.
9. Dreams . . . . . Mar. 24
"World of Dreams"—Havelock Ellis
10. Human Progress . . . . . Mar. 31
"Race Improvement through Eugenics"—Davenport



Suggestion For February Calendar

PREPARATION OF WOMEN FOR TWENTIETH CENTURY LIFE

(Continued from Page 195)

his *Ideal Teacher*, "One root of success or characteristic which every teacher must possess is a readiness to be forgotten. If praise and recognition are dear to him, he may as well stop work."

To have a part in the world's work is not simply or chiefly to discover new applications of natural forces, to promote industry, to develop material resources; it is concerned also with the discovery of intellectual and spiritual forces and their application to daily living, with the promotion of earnest purposes and high ideals, with the development of the resources of the mind and of the heart. The really vital things come within this province. Society can exist without great wealth, enlarged industries, invention, discovery; it cannot long stand without integrity, honor, truth, purity, idealism.

Preparation for service naturally suggests vocational training, but it is apparent that in a general discussion no hard and fast rule can be laid down. For many girls the vocational idea must be in mind very early for various reasons: the necessity for an immediate application of education to their work in life; the possession of strongly marked "aptitudes" for some particular line; the lack of aptitude for prolonged application and the necessity of arousing and holding the interest, giving definiteness and purpose by directing toward a certain goal. It is manifestly impossible to lay out one program, one schedule of studies, that shall cover all cases; to say on the advent of a daughter: "This is a girl. She shall graduate from the course in domestic science at the University of Minnesota in the year —." for the unexpected may happen and the aforesaid maiden be graduated in the year—not from the University of Minnesota domestic science course, but from John Hopkins University medical course.

In considering the subject of work for women, one truth is very often overlooked and that is, that they must be considered as individuals and not exclusively as members of a sex. A man would more naturally be a carpenter or a machinist or a merchant than a cook or a dressmaker or a milliner, but the fact remains that many of our cooks and some of our dressmakers and milliners *are* men and we are not greatly shocked thereby. In other words, we consider that the individual man has a right to determine the career, the manner of life, for which he is best fitted and which circumstances make most feasible for him. Perhaps the greatest change which the education of women has brought about is the extension of this principle to them. The opponents of higher education are right in their fear that it means something more than the opportunity to study Calculus or to read the Greek dramatists in the original. It has introduced into many a household the startling and novel question, "If John Jones has a right to become a dressmaker because he prefers it, why should not Jane Jones become a doctor, if she prefers that?"

In the light of the pronounced interest in vocational training, it is perhaps not amiss to remind ourselves that the first essential to efficiency in any vocation is that which is essential to the stability of a building —namely, a good foundation. The man about to build a house would be thought insane if he insisted that bricks, stone, concrete, should be discarded and clapboards and shingles substituted for the foundations, because, forsooth, the house itself was to be clapboarded and the roof shingled, or should demand that the foundations be omitted, that the house might go up the more quickly. The result would be a *shack* for fair weather, not a *house* to stand the strain and stress of all seasons.

A strenuous, complex, and democratic century calls for a well-equipped human being. Fifty-four years ago, before the outbreak of the Civil War, our New England Seer said, in his essay on "Power":—

"For performance of great mark, it needs extraordinary health. If Erie is in robust health, and has slept well, and is at the top of his condition, and thirty years old, at his departure from Greenland he will steer west, and his ship will reach Newfoundland. But take out Eric and put in a stronger and bolder man,—Biorn, or Thorfin,—and the ships will, with just as much ease, sail six hundred, one thousand, fifteen hundred miles further, and reach Labrador and New England. There is no chance in results. With adults, as with children, one class enter cordially into the game and whirl with the whirling world; the others have cold hands and remain bystanders; or are only dragged in by humor and vivacity of those who can carry a dead weight. The first wealth is health. Sickness is poor-spirited, and cannot serve any one; it must husband its resources to live. But health or fullness answers its own ends and has to spare, runs over, and inundates the neighborhoods and cracks of other men's necessities."

What was apparent the middle of the nineteenth century is even more apparent this first quarter of the twentieth. A century strenuous and complex,—how can one hope to meet its demands adequately, without this "first wealth"? It is true that some fine tasks have been performed for the world by those who were physically handicapped, but that does not invalidate the statement that physical unfitness *is* a handicap. Many a woman—and man—of earnest purpose and marked ability have seen their ambitions and aims in life come to nothing because the body failed at the critical moment, or because there was no physical reserve to carry through that which was so well planned. The day is past when the sensible woman "enjoys poor health" or considers illness a "dispensation of Providence." She realizes that health is an essential factor in her life work. If a teacher, she must have buoyancy, vitality, a cheerful disposition, the power of inspiring others, qualities largely dependent upon physical condition. The mother in the home needs the same qualities and has as an added reason for health, the thought of the priceless legacy which it means for future generations. For the physician, nurse, or woman engaged in other pro-

fessions, making an enormous draft upon physical endurance, the value of a robust constitution and a consequently clear brain and level head, needs no emphasis, and in the distinctive literary or scholarly pursuits, its influence in promoting imagination and creative power, is not less marked. "It is always a misfortune to be ill, frequently it is a disgrace," said a wise teacher. A sane, wholesome, clean life, free from stimulants, nourished by pure food, strengthened by exercise, sleep, water, fresh air,—and, may I add cheerfulness,—this is not too much to expect from a rational human being in this hygienically enlightened age.

I should like to add, as one of the values that come naturally from physical vitality, although fortunately not absolutely dependent upon that, a certain joyousness in living, the ability to "take the old world by the hand and frolic with it," to quote from Stevenson; "to keep the eyes open, the heart warm and the pulses swift, as we move across the field of life," finding that things taken on the run"—in Dr. Jordan's suggestive words. To live earnestly but not take one's self too seriously, is a lesson that is well worth the learning.

"Take a dash of water cold
And a little leaven of prayer,
A little bit of sunshine gold
Dissolved in the morning air;
Add to your meal some merriment
And a thought for kith and kin;
And then as a prime ingredient
A plenty of work thrown in;
But piece it all with the essence of love
And a little whiff of play;
Let a wise old book and a glance above
Complete a well spent day."

It may not be out of place to suggest the training of the intellect as a preparation for effective living even in the twentieth century. In our institutions of learning we fall into a rather apologetic attitude in these days, when we can think of no reason why a subject is retained in the curriculum except that it is useful in training the mind. And yet since the world began there has never been a time when progress was not dependent primarily upon the mind directing the work, upon the thinker behind he thing accomplished. In a commencement address the District Attorney of New York said:—

"Can there be any question that for practically every advance or gain in the physical and material things of life, in the improvement of conditions under which men and women live and work and play, in the vast changes of the century past, which have made better homes for all, better food for all, better clothing for all, preservation of health, facilities for fighting disease, safe and speedy transportation and communication, we are indebted to the silent men at work in our colleges and universities, and to the vast army of men and women who have been trained in them to correct thinking and accurate work, and who are inspired as well to the highest endeavor of which the human mind is capable?"

No one can stand on the Gatum Locks or at the Culebra Cut on the Isthmus of Panama, without being impressed, not alone or chiefly by the manual labor which that great achievement represents, but by the thinking power behind that made it possible. The keen mind, the mind that has power of discrimination, quickness of perception, ready observation; the habit of clear, accurate thinking, of seeing relations, of eliminating non-essentials, of blazing a trail through a forest of perplexities,—one can conceive of no condition of life today in which that power is not only desirable, but absolutely essential to progress. And the demand comes home to women certainly as directly as to men.

The alert mind is not the only desideratum. An illuminating article entitled *To Virtue Knowledge*, written by an alumna of Smith College, reminds us that although it is important to act promptly and accurately, it is still more important to be able to restrain action, to see things as they are in themselves, apart from utilitarian interest; that the former furnishes the brain with useful paths of habit, the latter develops its deepest resources. We often complain of the superficiality of the manual work of today, but that criticism cannot be confined to the work of the hands. To develop the deepest resources of the brain,—is that not a function of education? Such development does not come along the lines of least resistance; it is akin to the moral and spiritual wrestling which is the price paid for character, as this is the price paid for mentality. The acquirement of information or knowledge and this power are not necessarily synonymous. There are many subjects valuable in their content, which do not develop it. "There are certain studies," says Dr. Abraham Flexner, "in respect to which American society leaves the boy no option. It is impossible to substitute something else for them, whether taught with equal efficiency or greater. There are other subjects, the value of which to the individual depends almost wholly on what follows."

There is no waste time spent in work which demands and develops this power of gripping a subject, grappling with difficulties, and so strengthening the mental muscle, the muscle that the modern world needs for the solving of its problems. I hope we shall never weaken the influence of the college by eliminating from our curricula the studies which call for the severest concentration, and progress only along the lines of least resistance.

O. OH

In direct address use O with a noun, as: O John, come here. No punctuation follows O.

In expressions of joy, pain, surprise, etc., use oh, as: Oh, how beautiful the mountain is!

When the sentence as a whole is exclamatory a comma follows oh and an exclamation point is used at the end; otherwise this is the correct punctuation: Oh! I have forgotten my camera.

O is always a capital, but oh is capitalized only at the beginning of a sentence.

Examples: We made the trip; and, oh, how enjoyable it was!

Oh! Have I hurt you?

Come, O men of iron will.

O, yes, I understand you.—*Western Teacher.*

GEMS FOR MEMORIZING

OUR FLAG

Blue says, "Be true."
White says, "Be pure."
Red says, "Be brave."

TRUTH

Speak the truth bravely,
Cost what it may;
Hiding a wrong act
Is never the way.

Hearts like doors can ope with ease,
To very, very little keys;
And ne'er forget that they are these:
"I thank you, sir," and "If you please."

GOLDEN RULE

There are no fairy folk,
Who ride about the world at night,
And bring you rings and other things
To pay for doing right.

But if you'll do to others
As you'd have them do to you,
You'll be as blest as if the best
Of story books are true.

—*Alice Cary.*

I think that every mother's son
And every father's daughter
Should drink at least till twenty-one
Just nothing but cold water.

Whoever you are, be noble;
Whatever you do, do well;
Whenever you speak, speak kindly;
Give joy wherever you dwell.

My heart is God's little garden,
And the fruit I shall bear each day
Are the things He shall see me doing
And the words He shall hear me say.

Be kind and be gentle
To those who are old,
For dearer, is kindness
And better, than gold.

Work while you work,
Play while you play;
That is the way
To be cheerful and gay.

When icicles hang by the wall
And Dick the sheperd blows his nael,
And Tom bears logs into the hall,
And milk comes frozen home in pail,
When blood is nipt and ways be foul,
Then nightly sings the staring owl
Tuwhoo!

SUGGESTIVE LIST OF STORIES FOR SUB-PRIMARY AND FIRST GRADE

MIRIAM E. TOBEY.

SUB-PRIMARY LIST.

The Three Billy Goats Gruff.
The Old Woman and Her Pig.
The Three Bears.
The Pancake.
The Gingerbread Boy.
The House That Jack Built.
Chicken Little.
The Pig Brother.
The Little Red Hen That Found the Grain of Wheat.
The Ant and the Grasshopper.
The Dog and His Shadow.
The Fox and the Little Red Hen.
Town Mouse and City Mouse.
The Town Musicians.
The Hill and the Little Boy.
Five Peas in a Pod.
The Lion and the Mouse.
Billy Boy.
The Cat Learns to Dance.
Belling the Cat.
Little Red Riding Hood.
The Little Plant.
The Straw, the Coal, and the Bean.
The Three Little Pigs.
Titty Mouse and Tatty Mouse.

FIRST GRADE STORIES.

Little Mouse Pie.
Poplar Tree.
The Anxious Leaf.
The Little Jackal and the Alligator.
The Crane Express.
The Elves and the Shoemaker.
The Boy Who Cried "Wolf, Wolf."
Epaminondas and His Auntie.
The Foolish Weathervane.
The Goose and the Golden Eggs.
Little Half-Chick.
The Fox and the Grapes.
How the Chipmunk Got His Stripes.
The Discontented Pine Tree.
Briar Rose.
One Good Trick.
The Blind Man and the Lame Man.
The Lion and the Jackals.
Johnny Cake.
The Sleeping Apple.
The Thrifty Squirrel.
Lambikin.
The Hare and the Tortoise.
Jack and the Beanstalk.
Timothy's Shoes.
The Brownies.
Little Black Sambo.

—*Atlantic Educational Journal.*

One scabbed sheep can mar a whole flock.

SUGGESTIONS FOR CONSTRUCTION WORK

Miss Susan R. Frazier.

WINTER SCENES.

Material: Pure white drawing paper, green crayola, soft lead pencil, soft crayon, smoke gray royal melton cover paper, for mounts; and good library paste.

Eskimo Girl and Dog: First trace around patterns, then cut to line. Paste girl and dog in position. Draw lines for dog's harness, with pencil. Take one half stick of crayon. Hold in an upright position, and with flat, broken end draw wide, heavy lines across lower part of mount. Go from left to right in straight, even strokes, the same as handling a brush in water colors. With the ends of first two fingers, rub and blend crayon marks, in a rolling movement. Touch end of crayon, lightly, in making snowflakes.

Eskimo in Boat: First cut and mount picture. Next draw in the outline for icebergs, then fill in with crayon. Rub and roll with finger movement same as above. With crayon, draw the wave marks to represent water. Add snowflakes.

Reindeer and Polar Bears: Same as Eskimo in boat. The drawing for icebergs and cake of ice made after pasting bear in position.

Snow Man: Make the snow on ground first, then draw in the snow man with heavy marks. Use pencil to draw and color hat, and to mark eyes, nose, and mouth.

Eskimo Hut: Work out in same manner as snow man. Scene is first made on small mount. Paste this mount on black paper cut in any size desired for border. Next paste on larger mount.—*Nebraska Teacher.*

There is a quaint description in the Book of Judges concerning one of the Tribes of Israel. "For the divisions of Reuben there were great searchings of heart." In the twentieth century there will be, there already are, "great searchings of heart," new ethical standards, higher business and political and personal morality, a purer civic life.

"Crime is not necessarily incident to crowded centers of population," is Mr. Whitman's statement. "Drunkenness is not an unavoidable element in civilization, and the evil that is so prevalent, so horribly degrading, and so awful in its social evil, the human race,—commonly known as the social evil, —is no more necessarily incident to the life of our American people than are the plagues known in history and now checked by scientific pioneers. The time is going to come in this land when the evils which are so prevalent today, the temptations to which young men and young women are subjected, will be regarded with incredulity and with horror. The world is not waiting for the college-bred man and woman as such, but the great field of human endeavor is open to any and to all who are willing and able to make an honest contribution to the sum of human knowledge."

This great field of human endeavor is not the exclusive responsibility of either men or women—it belongs to both, one of the unanswerable arguments for equal suffrage. Revelations of political corruption come as a shock to the high-minded woman as to the high-minded man, revelations of civic corruption expressed in the social evil seem to her to touch the very depths of degradation. The supreme need of the century is for clean hands and pure heart and our schools and colleges must recognize and attempt to meet this need, not only for the sake of the individuals who are directly affected but for the sake of the common welfare. The strength which is as the strength of ten because the heart is pure, was never more needed than in this modern day of ours with its insistent demands, its perplexing problems, and heavy responsibilities.

On Copley Square in Boston, at the side of Trinity Church, there is the bronze figure of a bishop who was in a peculiar sense the Bishop of New England, a personality too great and inspiring to be limited to any church. One of his messages to the men of the nineteenth century we may well take as a message to the women of the twentieth:—

"Oh, do not pray for easy lives. Pray to be stronger women! Do not pray for tasks equal to your powers. Pray for powers equal to your tasks! Then the doing of your work shall be no miracle. But you shall be a miracle. Every day you shall wonder at yourself, at the richness of life, which has come in you by the grace of God."

KINDERGARTEN FOR THE BLIND

Kindergarten training for blind children is not new; but the plan heretofore tried has been to simply enter the tiny sightless ones in regular work with "seein" children, and let the less fortunate ones take their chances of understanding and absorbing. It has never been wholly successful.

R. B. Irwin, superintendent of classes for the blind, has now brought to a realization his dream for giving the right sort of help to blind children, and last week organized at Goodrich House a regular kindergarten class.

The enrollment is small as yet, only three are listed; but in this particular branch, it is Mr. Irwin's purpose to keep the class small.

Said Irwin: "Blind children suffer their greatest disadvantage when small. At home, realizing their affliction, the mother usually waits on such a child to the extent that it is much under developed physically. Guarded from the danger of physical hurt or accident such a child does not learn to play.

"When entered in kindergartens, it is usually six or seven years old. A blind child that has not mingled with other children up to this age is self-conscious and appears dull. The purpose of the new kindergarten for blind children is principally to teach them to play seeing children's games, to forget, as far as possible, that there is a difference. To learn to play normally and naturally is the child's first instinct, and in the blind child this instinct is stifled."—*Jacksonville (Fla.) Times-Union.*

FEBRUARY DRAWING

Olive Wills, Manistee, Mich.

This is the month of romance so full of sweet sentiment, also the month for stories of heroic deeds of great soldiers and stateman, for the birthdays of Lincoln and Washington bring to mind the two great epoches in our country's history as well as the lives of two noble men. Lincoln was a man with tender love and sympathy for humanity so we may weave in with our valentine work stories of good little Brownies who bring love and great deeds into the home.

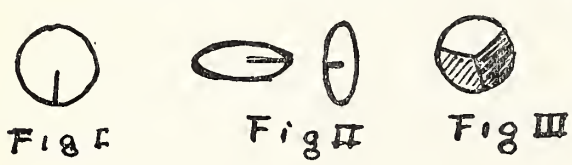
To mother, father and playmates, and may thereby bring to them a truer, higher sentiment regarding the valentine and the use of the valentine.

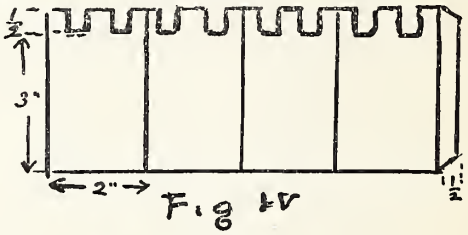
Lincoln's birthday comes first, so we will tell stories of his life, work and kindly deeds and draw and cut pictures of these stories. Picture making is one of the best ways of impressing a lesson on the child mind. Of course some of their pictures will be crude and quite impossible for the teacher to understand but you will find the child from "1-4 grades" full of unbounded confidence, sure that his picture is very clear and very beautiful. I once heard of a child who was working very earnestly. Teacher asked "Johnny, what are you making." Answer—"A picture of God." "Why, Johnny, don't you know no one knows how God looks." Johnny—"Well, they will when I get thru with this."

After the fourth grade the pupil is more conscious of his failures, more reticent in attempting an imaginative picture. But in the lower grades give the child pencil or crayons or scissors, tell or read a story, when possible have them act some parts, calling attention to action and proportion. They rarely need further help. Directions for cutting in the January number of this magazine.

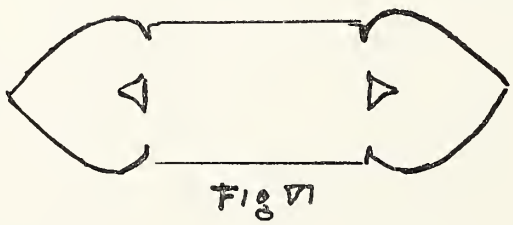
For Washington's birthday study and draw the U. S. flag. Note the blue field is an oblong, the lower edge comes to the lower edge of the fourth red stripe. In these grades do not attempt to place the stars, but have correct number of stripes and placed correctly.

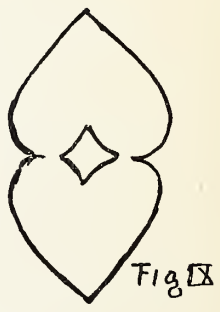
Make a tent or perhaps a fort, a cock hat, shield or badge. One badge we make is of three two inch circles of drawing paper, one white, then color one blue, the other red. Place all together and cut up to the center, Fig. I, separate and fit one into the other, Fig. II, then turn and slip around until you have the colors equally divided, Fig. III. A bent pin thru the center will hold it together and fasten it to the coat.

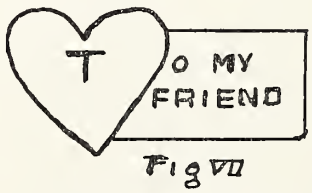




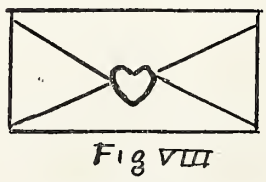












A fort—take a drawing paper 3½x8½, working drawing given, Fig. IV. You can make the circles for canon holes by tracing around a rather large pencil then cut out. For cannons cut slips of paper a trifle larger at one end, roll these, place in the holes small end out. Cut a tiny flag-staff and all of paper, color and paste to top of fort.

The older pupils will enjoy a study of the flags of various nations at this time particularly of the waring nations.

Draw and paint the flag then on another paper, write some few notes concerning the history of the flag, fasten these all together in a booklet. Decorate the cover in some conventional way, Fig. V an example. Print in capital letters the word "Flags."

Neatness and care in spacing is the all important problem in this part of the work.

No doubt all teachers will have many ideas for the valentines. Here, too, neatness and simplicity are the notes to emphasize. On these do all lettering in capitals, it is easier, but notice that they do not sometimes put in a small letter with the capitals. Print first on strong ruled writing paper, blacken the back with soft pencil then trace into the valentine. The decoration might be a flower, violet, pansy, rose, or forget-me-not. Red is for love; violet, faithfulness; blue, true. Or perhaps use a symbol such as a heart, for love; the circle, faithfulness; the cross for service; and the clover for luck. A bird or butterfly might be for message, but I would urge symplicity. Do not combine flowers, symbol, birds and butterflies all on one valentine, use but one motif. It is often well to cut of stiff paper the flower, heart, clover leaf, etc., then trace these on the card in desired arrangement and color.

For many of the following suggestions, Figs. VI, cut a pattern first by folding so that the two sides will be symmetrical.

"Roses red, violets blue,
Candy's sweet and so are you."

BOOK NOTES

SIXTY MUSICAL GAMES AND RECREATIONS, By Laura Rountree Smith. Cloth, 153 pages, price 75c. Published by Oliver Ditson & Co., Boston, Mass.

This book was written in response to the inquiry. "How can I make my pupils' Recitals Interesting?" "How shall I present the facts of music to children." It contains 30 games and 30 recitals relating to child interests, and is a most valuable book for kindergartners and primary teachers.

LIPPINCOTT'S NEW PICTURE COMPOSITION BOOK. By J. Berg Esenwein, with 45 full-page illustrations, many of them in color, by well-known illustrators. Cloth, 110 pages. J. B. Lippincott Co., Philadelphia and London. Price 50 cents net.

Accompanying each of the 45 pictures are questions to help the child to study it intelligently and thus train his powers of observation and description. There is a short foreword explaining the purpose of the book and the method of using it, and there are short talks to the pupils, one telling "What we are going to do;" one upon "Seeing things clearly," and still another, giving suggestions bout how to tell a story when you have one in mind. The little volume should be very helpful to the teacher of English composition to the little child and to older ones as well, in securing good results in language work, both spoken and written.

ROBIN HOOD, by Maude Redford Warren, formerly instructor in English in the University of Chicago. Author of King Arthur and his Knights. Cloth, 12mo, 290 pages. Price, 50 cents. Rand McNally & Company, Chicago and New York.

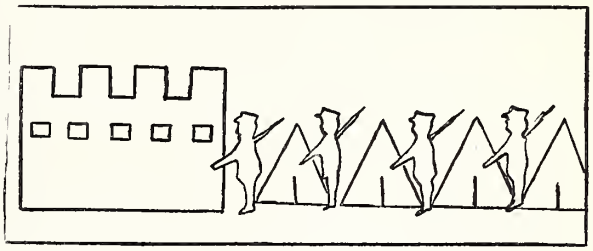
Intrinsically a book for children. Few reading books which attempt to adapt so-called standard literature to the comprehension of young minds have been so completely successful in avoiding manners of thought and style comprehensible to mature minds only.

Robin Hood, Maid Marian, Little John, and all the merry men live and move again in the bright greenwood. The blows of quarterstaves resound, sometimes arrows fly and green-clad men lurk in the forest, but more often amid the fragrance of the woods is laughter and singing and merry play to the sound of chirping birds and the soft gurgle of cool springs.

STRAIGHT LINE CUTTING

Carrie L. Wagner.

The children are busy during the month of February making soldier caps, flags, forts, and tents. Perhaps they would like a poster which may easily be made from a square folded into sixteen little squares. Cut straight through on the center line, making two oblongs of eight squares each. From one of these oblongs make the fort. Divide the piece into eight



equal parts by folding the two ends together, then fold the right and left sides of this double piece to its center line; open the whole piece, and there are eight divisions. Cut away one of these at the right end on a straight line. Now fold the upper oblong edge to the center horizontal line; open and cut out the second, fourth, and fifth small squares formed at the top by these folds. Draw or cut some port holes, and you have a nice fort.

Cut the other oblong piece of eight squares through the center vertical line, making two squares of four squares each. Fold one of these squares on both diagonals, open and cut on the lines into four triangular pieces. These are the tents. Cut soldiers free hand from the other square of four little squares left from making the tent.

STORY TELLING

Miss Mabel C. Bragg, of Bragville, Mass., in an address before the kindergarten section of the Michigan State Teachers' meeting gave the following suggestions relative to acquiring the art of story telling:

1. Read the story in the best literary form in which it may be found. Read it several times for the sake of forming mental images.

2. Make an outline:

(a) Write out the first sentence as you wish to begin it.

(b) Compare your outline with the book, and choose telling words and phrases, which you wish to give in the author's own words.

(c) Write out the sentence which is to be your climax.

(d) Write out your concluding sentence. As a warning, Miss Bragg said never to write the entire story and commit it.

3. Self examination:

(a) Try telling it before a mirror to study facial peculiarities and overcome them.

(b) Put meaning into the words. Make the final consonants clear and the vowels round. Final l-m-n- and ng- may be made beautiful and resonant by prolonging them.

4. Practice on somebody, preferably a member of the family. Try it on a few children.

5. Then tell it to your room. If you hold their attention you will know that you are telling it as well as you can and it will be easier and better each time you try.

Annual meeting of the Department of Superintendence, N. E. A. at Cincinnati, Feb. 22-28.

NEW GAMES, PLAYS AND PIECES FOR LITTLE PEOPLE

WRITTEN FOR THE KINDERGARTEN PRIMARY MAGAZINE

ST. VALENTINE AND THE FAIRIES.

Tune—Comin' Thro' the Rye.

All.

We are happy little fairies,
Dancing as we go,
For Saint Valentine is bringing
Gifts for us, we know.
Do the children wish to please him?
This shall be the sign:
Those who really love each other
Send a valentine.

First Fairy.

St. Valentine so good and true
Brings what message now to you?

All.

We are not only to remember a friend,
But a message true to a lonely one send.

First Fairy.

Who will you remember?

First Pupil.

This heart so blue and true,
Sick Johnnie, I send to you.

Second Pupil.

Lame little Mary, so gentle and kind,
A token of love from me you will find.

Third Pupil.

Poor Newsboy Willie, who is out in the cold,
With this tinseled heart I also send gold.

A VALENTINE PLAY.

By Laura Rountree Smith.

Book Rights Reserved.

Saint Valentine.—"I have so many valentines to make I do not know what to do."

(Enter February with a flag.)—"I am little February, let me help you, let me help you!"

Saint Valentine.—"Are you sure you have time to help me?"

February.—"I am busy to be sure, I have to keep Longfellow's birthday and Lincoln's birthday, and Washington's birthday, but still I will help you all I can."

Saint Valentine.—"Suppose we ask the school children to help us?"

February.—"That is the best idea of all!"

Saint Valentine.—"Here they come, here they come!"

(Children enter carrying hearts made of wall-paper, pasted on card-board.)

Song.—Tune "Little Brown Jug."

Oh we are merry little hearts,
We have escaped young cupid's darts,
Who will accept this heart of mine,
And be my little valentine?

Chorus.

Ha! ha! ha! don't you see
You are the valentine for me,
Ha! ha! ha! don't you see
You are the valentine for me,

(Hold hearts up, down, right, left, on heads. Face in two and two, hold hearts touching, separate in the center, couples march right and left, pass, meet again, hold hearts up while the others march through. Stand in two lines facing each other, march forward and back several times repeating chorus of song, march right and left, meet in one line, and take position indicated by the picture, and recite):

1st.

Please accept this heart of mine,
And be my little valentine.

2nd.

Hearts, like doors have little keys,
As "Pardon me," and "If you please."

3rd.

A heart-shaped valentine we'll send,
To every little waiting friend.

4th.

On each heart we'll write a line,
Will you be my valentine?

5th.

Then we'll write pretty verses too,
Today we send our love to you!

6th.

Happy hearts, soon in their places,
You'll see little smiling faces!

(Hold hearts over faces and lower them, repeat chorus to song, all rising, and march out.)

AN OLD STORY.

Did you ever hear the story of the hatchet and the tree?
'Tis told so very often that 'tis old as old can be:

Long years ago there lived a boy, and George was his name—
To him was given a hatchet—here's a picture of the same.

As forth he went to chop with it, a cherry tree he spied,
And down he cut it.—chop, chop chop, though 'twas his father's pride.

And later when his father saw what mischief had been done,

He called to George and said to him, "Did you do this, my son?"

And then, brave George, with saddest air, replied in answer true,
"I did it with my hatchet, sir; I'll tell the truth to you."

A FLAG PLAY.

(The children may wave right arm over head or carry real flag as preferred. They go round in a circle.)

Wave the pretty flag on high,
Like soldiers we go marching by,
Waving, waving to and fro,
It is our banner as you know,
We will bow our heads to you,
(Pause, face center of circle.)
Dear old red and white and blue.

(Repeat first four lines, sing verse of song while marching in a circle, sing the chorus marching toward center of circle and back.)

THE WREN

By Mary E. Cotting

Music;—Old Ball-Bird Song: "I'm a Robin."

I'm a wren,
I'm a wren,
So shy and so brown;
A very small bird
That lives in bird-town;
I'm busy, so busy
With my birdies seven,—
But if you'll just listen
You'll hear us all sing:—
O, love us! O, love us!
That's what we say,
O, love us! O, love us!
O, love us alway!

THE CROW

I'm a crow,
I'm a crow,
I suppose you all know;
I'm big and I'm black
And as wise as I'm big.
And though not a beauty
I'm sleek and fat,
My nest's not fine,
But it suits Mother Crow
So what could be better,
I'd like to know!

SLEEP, BABY, SLEEP!

Sleep, baby, sleep!
Thy father is watching the sheep,
Thy mother is shaking the dreamland tree,
And down drops a little dream for thee.
Sleep, baby, sleep!

Sleep, baby, sleep!
The great stars are the sheep,
The little stars are the lambs, I guess,
The bright moon is the shepherdess.
Sleep, baby, sleep!

SONG.

Tune "Yankee Doodle."

We wave the bonnie banners high,
With lovely colors glowing,
We're soldier boys and girls at play,
And to the war we're going.

Chorus.

Wave the banners overhead,
Skipping then so lightly,
Wave the banners overhead,
We will bow politely

LADY MOON.

Child.

Lady Moon, Lady Moon,
Lady Moon, Lady Moon,
You are large and bright,
May I ride tonight?

Lady Moon.

If you are good I'll call by and by,
And you may ride with me up in the sky.

Child.

Lady Moon, Lady Moon,
May I ride and float,
Lady Moon, Lady Moon,
In your little boat?

Lady Moon.

If you are good as a child should be
You may ride to the land of dreams with me!

Children (waving arms up, and down,)

Lady Moon, Lady Moon,
We all are good you know,
Lady Moon, Lady Moon,
Riding we will go.

SNOW PATHS

Frank Walcott Hutt, Myricks, Mass.

A thousand paths in the winter snow
All the world is bravely making;
Through town and valley, and to and fro,
Journeys wonderful they 're taking
The way that leads to the school and shop
In the snow leaves many traces—
From city street to the mountain top,
And a score of busy places.

But have you been to the woods, to see
How the snow paths there are running?
By stone wall gray, and 'neath mossy tree
There are footprints queer and cunning.
The rabbit, chipmunk and wary quail
Make their roads through dale and hollow;
Go, look today for the wood folk's trail,—
Though you 'll find it hard to follow.

HOW IT HAPPENED

"How's your brother, Jimmy?"
"Ill in bed, miss. He's hurt himself."
"How did he do that?"
"We were seeing who could lean farthest out of the window, and he won!"



MOTHER PLAY PICTURE—"THE JOINER"

NOTE—This picture can be detached and placed on the wall or used otherwise in the Kindergarten.

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BOOK NOTES

THE FOREST RING, By William C. de Mille, founded on the play written by Mr. de Mille, in collaboration with Charles Barnard. Charmingly illustrated in color and in ink drawings by Harold Sichel. Cloth, 180 pages. $2.00 net. George H. Doran Co. 38 W. 32 St., N. Y. City.

A surprising number of authors and artists have taken trips to Fairyland this year, and none have returned with more interesting facts concerning that remote place than those who have made this book. It is truly a fairy fantasy, gay with tender humor, and with surprising information about that mysterious region. We are told the adventures of little Jane Adams, who is privileged to be taken inside the Forest Ring because she truly believes in fairies and is able therefore to help in returning her cubs to Mother-bear Ursa. Dear little fairy Moss Bud is very young, being only several hundred thousand years old, and so, in her first experiments with the magic wand and book of fairy instructions, she makes several very serious mistakes. And actually, naughty little fairy Quicksilver forgets his lesson and fails in telling where Ali Baba's cave is located; and he cannot say who first used the expression "Fee, fi, fo, fum!" Tommy Watson, his mother, and Hank Struble, all learn through painful experience that hunting for fun is against the rules of the forest and thanks to little Jane's faith, courage and quick wit, the human mother, and the bear mother eventually have their children restored, and sympathy and good will are brought about between the humans and the animals. A very beautiful book in spirit and make-up.

SUNBONNETS AND OVERALLS, A dramatic reader and an operetta by Etta Craven Hogate and Eulaie Osgood Grover. Illustrations in color by Bertha Corbett Melcher. Cloth, 8vo, 84 pages. Price, 40 cents. Rand McNally & Company, Chicago.

The little children play their way through the lessons; they march and dance and sing. They do the things they like to do, play the games every child loves; they are given opportunity for movement and rhythm, acting out their impulses, imitating, and with every movement and every acted thought they are learning.

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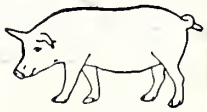


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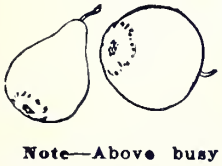
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The Kindergarten Magazine

PRIMARY

VOL. XXVII, No. 7 MARCH, 1915



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NOTES

Although California has had for more than ten years a law authorizing consolidation of schools, consolidation is not looked upon with favor according to J. C. Muerman, on official of the Bureau, who is now stationed in the southwest. Two of the schools visited by Mr. Muerman had only six pupils enrolled. The teachers received seventy dollars a month. Both schools had good libraries.

In spite of its encouragement and endorsement of "simplified spelling," the National Education Association will not have its proceedings printed in that style. To a large majority of those who read these proceedings the simplified from would be confusing, and no matter how much the Association officially may desire the change, it realizes that it would be a drawback to have this important volume so printed.

Close observation of six hundred school boys through a period of seven years to discover the effects of the tobacco habit demonstrated to Superintendent Davis of Menominee, Mich., that the non-smokers averaged from two to ten per cent higher in scholarship and were at still greater advantage in the athletics of the school. Idleness and poor conditions of home life were the almost invariable accompaniments of all cases of smoking and all cases of failure which he observed.

County play day is an established annual affair in Barnes county, North Dakota. Inaugurated primarily for the purpose of promoting the play idea among the schools of the rural communities and small towns, the ieda was taken up enthusiastically by the people of the larger twons. The day is observed at a number centers within the county so as to bring the benefits within the reach of every pupil. A definite schedule of contests is planned for the day, and conducted by physical education teachers from the State Normal School.

I Resolve: To keep my health, to do my work; to live; to see to it that I grow and gain and give; never to look behind me for an hour; to wait in weakness and to walk in power; but always fronting onward to the light; always and always facing toward the right. Robbed, starved, defeated, fallen, wide-astray—On with what strength I have. Back to the way.—*Charlotte Perkins Stetson.*

Some folks call an unsightly pile of riff-raff a library and others call a pile of junk a laboratory.

"Off agin', on agin', gone agin'. Flanagin," was the laconic report attributed to a freight train conductor. Here is another: Pat Donahue, the conductor, reported an accident to Mr. Straight, the train dispatcher, thus:

"Twenty-two has a busted flue. What shall I do? Donahue."

The answer came: "Wait. Two twenty-eight will take your freight. Dispatcher Straight."

Winona Summer School

The Winona College Summer School is now one of the greatest in the country. Every summer it draws students from all parts of our own state and from other states.

The strength of its faculty, range of work offered, healthful and beautiful location, Christian influences, educational value of Winona Chautauqua—taking into consideration all of these things, the Winona Summer School is second to none in the United States.

During the Summer Term a student may carry a program made up of college studies, college-preparatory studies, a teachers' professional course, public school music, voice, violin, piano, history or theory of music, elocution, Public Speaking, German, French, Latin, Elementary or Advanced Mathematics, History, English, Literature, Science, Public School Drawing and Art, Psychology, Methods and Observation, Primary and Kindergarten Work, and any other subject one is likely to be interested in.

Don't foget the date, May 31 to August 20, 1915.

This is the preliminary announcement of the **Regular Summer Term** beginning May 31. Our **First Summer Term** begins April 19. In this First Summer Term we do not offer quite so many classes, but enough to meet the wants of nearly all students.

WINONA COLLEGE

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SUMMER SCHOOL

Jul. 5, Aug. 15

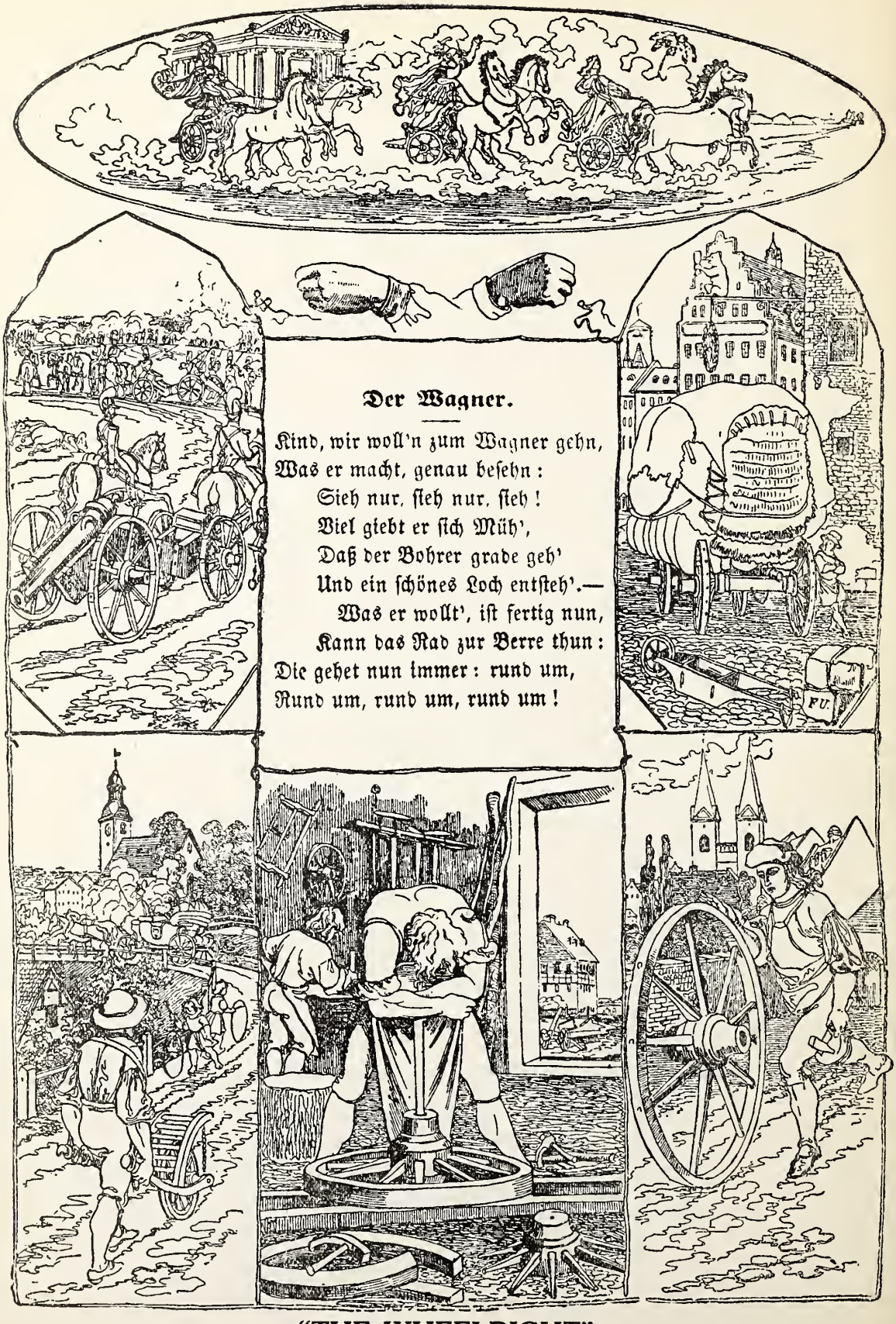
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In writing for information, please mention this magazine



Der Wagner.

Kind, wir woll'n zum Wagner gehn,
Was er macht, genau beſehn:
Sieh nur, ſieh nur, ſieh!
Viel giebt er ſich Müh',
Daß der Bohrer grade geh'
Und ein ſchönes Loch entſteh'.—
Was er wollt', iſt fertig nun,
Kann das Rad zur Berre thun:
Die gehet nun immer: rund um,
Rund um, rund um, rund um!

"THE WHEELRIGHT"

MOTHER PLAY PICTURE

(See Page 213) NOTE—This picture can be detached and placed on the wall or used otherwise in the Kindergarten



THE KINDERGARTEN
—PRIMARY—
MAGAZINE



PUBLISHED ON THE FIRST OF EACH MONTH, EXCEPT JULY AND AUGUST, AT MANISTEE, MICH., U. S. A. SUBSCRIPTION PRICE, $1.00 PER ANNUM, POSTPAID IN U. S., HAWAIIAN ISLANDS, PHILLIPINES, GUAM, PORTO RICO, SAMOA, SHANGHAI, CANAL ZONE, CUBA, MEXICO. FOR CANADA ADD 20c.. AND ALL OTHER COUNTRIES 30c., FOR POSTAGE.

J. H. SHULTS, MANAGER.

MARCH, 1915. **VOL. XXVII---No. 7**

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EDITORIAL NOTES

SEVERAL new departments will be added to our magazine in the near future.

WE have received during the past year seventy-nine letters expressing appreciation of the Kindergarten-Primary Magazine. Some of these may be published later.

"I CONSIDER the work of the kindergartner is more important than that of any other teacher. She receives the children at the most impressionable time of all their school experience, and how great indeed are her opportunities and responsibilities. How much indeed does she need a real vision."

DR. EDWARD C. HAYES said recently in the Educational Review: "No one is fit for membership in civilized society who has not acquired a set of moral detestations and moral enthusiasms strong enough to inhibit instincts and to elicit zeals, detestations and enthusiasms that are not inborn, and that embody the lessons of race experience respecting the conduct of life. Nature does not give us conscience, but only the capacity to acquire one; social evolution and education must do the rest." Let us as kindergartners remember that it is our duty to assist the child in every way possible to begin the acquisition of moral detestations and moral enthusiasms.

WE have received the first number of School and Society, a weekly educational journal which begins publication with the new year under the editorship of Dr. J. McKeen Cattell, professor of psychology in Columbia University and the Teachers College, editor of "Science." "The Popular Science Monthly" and "The American Naturalist." It is announced that the journal will follow the general lines that have made "Science" of service in the sciences, co-operating with publications in special fields, aiming to become the professional journal for those engaged in the work of our higher and lower schools, and to be of interest to the wider public for whom education is of vital concern.

GENERAL SUGGESTIONS FOR MARCH PROGRAM

By JENNY B. MERRILL, Pd. D.
Former Supervisor of Public School Kindergartens, New York City: Special Lecturer on Educational Topics

We have now reached the time of year when we want our program to be indicated largely by *nature.*

So much now depends upon the location of the school building that it is difficult to select problems for each other but the wind will visit us all.

We must all watch for opportunities to be out-of-doors with the children. Note what interests the *children* out-of-doors rather than what interests *you.*

Learn from their chatter and their questions. Do not be too martial or there will be no questions.

"March comes in like a lion but goes out like a lamb" sometimes, and again reverses her program. So we may reverse ours too. We must keep in tune with nature, and be ready to sing, "Blow, winds, blow" on her windy days.

We will want to tell the fable of "The Sun and the Wind" some time during the month.

How shall we prepare for it? We must first take the *sun* for an observation lesson, note which window it peeps in first. Where is it later?

The sun sends its sunbeams to us and makes shadows for us. Who can find a shadow? Introduce or continue the story of the light bird.

"Over there the sun gets up," Where? Pointing.

"At noon it stands above our heads." Where can we go to see if it is up so high today?

"At night it goes away."

Where does it go?

When do you feel warmer, when you are standing right in the sun or when you are in the shade? At noon or at night?

The sun gives us *light* and *keeps us warm.* We must sing a song to the sun.

"Good morning to you, glorious sun."

Did you ever peep at it thru a pin-hole?

Read now a leaf from an experienced kindergartner's note book and catch the spirit of the *wind* in it.

March 20. "There was wind enough this morning to illustrate anything. So strong was it that our windows shook. It blew dust all about the room. Our shutters banged. Our flag held in the window, blew out perfectly straight,—'that way' the children exclaimed waving their hands towards the east."

"That is Mr. West Wind," I said.

"And our flag can be what we played yesterday," said Terese, who meant the "weathervane," but who could not remember the name.

While in the yard, we watched the wind working and playing. There was a line of clothing hanging in the neighborhood. "The wind will blow these *very* dry."

The beautiful white clouds were scurrying along, "all running" the same way while the way that Mr. Wind played with our hats and our hair made us all laugh.

March 21. Such a beautiful, wonderful, bright and clear morning! "While in the yard, we played a few games under the canopy of the blue sky for we could not resist. We had two visitors and they joined in our games. I hope they enjoyed them as much as we did!"

March. 22. Every thing concerning the wind appealed to the children, even to the sail boats but not the windmill. The picture of the windmill seemed to mean nothing to them at all. Lydia alone said, "Once in the country I saw one."

I did not dwell very long upon this unfamiliar object. There were so many things about us, especially the moving of the clouds and the smoke from a neighboring chimney that we had enough without it.

When we came to the sailing of the boats, and our little sail boat was taken from the cabinet, the children did not see why something big enough to hold water could not be brought into our room! (Wise children.) Rosa did not see why I couldn't go home and carry back a tub. This suggestion was taken quite seriously by the other children. One said, "we will be as quiet as a mouse while you are gone."

March 29. What a disappointment in the weather! Real winter again just when we were watching and waiting for "surprises" out of the ground and on our trees in the school yard. However, our window box did present "surprises" for us. Each little seed that we had planted showed tiny green leaves "on stems" (as Terese explained.)

"Our onions sprouted up and down!" to quote Terese again.

OUR AQUARIUM.

We make a great deal of our aquarium always. The children feed the fish daily, take out some water and put fresh in. Once a month it is thoroughly cleaned, and at that time the fish are placed in a basin of clean water to the delight of the little people. So I do not have to call attention to eyes and fins and tails.

These were discovered long ago. It is quite a usual thing for some child to say, "I am a gold fish," or "See my fins," and start off swimming around the room.

Today we dramatized the story of "The Birds and Fishes" told a long time ago. In fact Lottie suggested it and told us how to play it.

It was quite enjoyable for it meant action, flying and swimming, the hollow in our tables being "the

fountain" in the park where the fishes live. The clay fishes made later were by no means wonderful altho the children were interested. Lottie put but two fins on hers. "You must put another here and here" explained Carrie, her neighbor, as she ran over to the aquarium to show where the extra fins must be placed! (Dear little teacher!)

From this glimpse into Miss Felice McLaughlin's kindergarten, do you gather the happy *freedom* of the management? Do you note the children's remarks are utilized? Do you note the *nurturing* spirit? Is *communicating* with each other encouraged? Is initiative being developed? Is *individuality* recognized?

"The good shepherd calleth his own sheep by name." We will not soon forget Rosa, Lottie, Terese!

PRACTICAL SUGGESTIONS ON THE PROGRAM BY WEEKS

The month of March presents the teacher with twenty-three school days and no holidays! an unusual record for a school month! It is a harvest time for good steady work.

As already suggested, the "winds" of March change, so that what we may plan to present during one week of this month may need to be reserved for a later week. Winter may return with a heavy blizzard. Spring does not really begin until the 21st. We arrange these outlines by weeks to assist young kindergartners and those who have not had regular kindergarten training. If they serve to bring help to others, we shall be glad, but one and all must select topics for conversations according to weather conditions, according to nature's advance, according to school surroundings, according to children's homes and as far as possible also fit them to the problems the children themselves want to talk about.

Part of the kindergartner's skill consists in making the room environment and the out-of-door walks *suggest problems* to the child, remembering that a problem is any little obstacle which a child tries to overcome by "*thinking of a way.*"

March 1-5. Topic of Conversations. The Wind and What It Can Do.

Be sure that the wind is evident in some way when this topic is introduced. It would be better to leave this topic until the day has been so windy that the children themselves begin to talk about what the wind has done. They will mention personal matters first as, "The wind blew my hat off." "What did you do?" "I ran after it." "Could you catch it easily?" "Why not?" "Mine nearly got under a wagon!"

It is really quite an experience for an adult to have his hat blown off, but a bigger one for a child. Did it ever happen to you? It was a *problem* to recover that hat. It will make a lively conversation, this developing language in the best way possible.

Remember one of our guide-posts is, "children love to communicate," and we may add, "to an interested listener."

If the children interrupt each other as they are likely to do when excitedly talking about such an experience, you have a good opportunity to suggest being polite to each other and listening first to one and then to another. We have not mentioned for some time that "*raising hands*" to secure permission to speak, is becoming more and more obsolete in our best schools. Raising the hand and waiting does not favor free, natural conversation. It checks it and also makes the child who wants to tell more and more eager. He waves his hand to attract attention instead of *listening* to his neighbor.

It has been a difficult problem for the kindergartner to overcome, but it is wonderfully well solved in many kindergartens already. We hope our readers will continue to solve it.

Put emphasis upon politeness and you almost solve all practical problems in discipline. Why? Because you train the child to *think of some one beside himself*, which is a very difficult thing for a child to do.

Sometimes, the kindergartner, when the children are trying to learn to enter naturally into a conversation without too much speaking together, covers her ears with her hands and says, "Why, I have only two ears and so many children are trying to tell me something I want to hear! Shall we all listen to Ned first? and then to Mary and then to Susie? Now Ned, what were you saying?" Do not expect a perfect result the first few times but it will come and meanwhile the children have been learning the greatest lesson of all, that of self-control, inhibition as the psychologists call it.

After the children have talked out all that has happened this windy day, as if you find it best to cut short the conversation, divert attention by asking, "Shall we open the windows and see what the wind will do now?"

You will have silence in a moment.

"All watch quietly as you open the window.

'How do you know it is the wind coming in?"

"We felt it."

"Listen. Can you hear it? Can you see it? What can you see it doing? Let us make a little sound like the wind. Who can? Did you ever hear the wind whistle? It can whistle right thru a key-hole! Sometimes it bangs shutters and at night if little children wake up, it even makes such a noise that it frightens them. Were you ever frightened by the wind? Is it quiet or noisy today?"

Another day continue similar conversations, letting the children *talk themselves*, then suddenly riveting attention by opening the window again, holding out a flag, or handkerchief, saying, "Don't talk, just watch. Which way does the wind blow today? How do you know? Does it always blow the flag this way? We must watch another day and see if the wind can make the handkerchief blow the other way.

"Now let us go out and see if anything else is moving with the wind." You may have to suggest smoke and clouds or the children may. Take what

they give and work from it. It is a great thing to observe the wind *intelligently.*

Do not hasten over this experience but keep it up not only thru the week, but thru the month.

Another day this week tell a story about the wind, or perhaps, begin to memorize Stevenson's verses on the wind, singing them and imitating the motions. Many prefer to imitate the motions first, and then stand still while singing, or vice versa.

Finally, let half the class sing while the other half dramatizes. Three or four may play fly kites, another group be birds, and several little girls can play "lady" whose skirts rustle on the grass.

The second stanza should be spoken and sung softly and with an air of mystery.

"I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass—
O wind, a blowing all day long,
O wind, that sings so loud a song.

I saw the different things you did,
But always you yourself you hid,
I felt you push, I heard you call,
I could not see yourself at all—
O wind, a-blowing all day long,
O wind, that sings so loud a song."

OCCUPATIONS.

1. During whatever week is given to conversations and observations of the wind, I should have *drawing* as the principal occupation. There will be clear images in the child's mind and he will put more life than usual into illustrative drawings.

The verses of the song and the game played will suggest drawings. I once saw a boy so interested in his drawing of a kite that he rose up unconsciously from his chair and began to make the motions of flying the kite. It is in such unconscious acts that the real artistic spirit is developed.

2. Make whatever the child wants to make. It may be a kite or a sail boat if you have talked of these.

Make several during the week.

It is better to repeat and improve than to try too many objects. The second day use a different color for the kite, and possibly a different size. Let the children suggest modifications in shape, color and size. Get a child to bring a kite as a model.

A balloon kite can be made by taking a good sized sheet of tissue paper, tying a light string to each corner, then knotting the four loose ends of string together. To this end attach a tiny light paper-box.

Go out in the open and let the wind carry the balloon kite upward. If it does not rise remove the box.

If it is not too cool, let the wind carry off soap-bubbles made by the children.

3. If the children have watched the drying of clothes, they may suggest cutting out various garments of white paper. Perhaps some of the older children can cut double so as to hang the clothes on a line, (use second gift box and posts and let boys put up a line on them.)

Perhaps even a better occupation will be to have the dusters and dollies' clothing washed and hung up. Where does the water go when the clothes dry? What a problem for little minds to think about! Never mind the answer, yet, arouse curiosity.

MARCH 8-12. TOPIC FOR CONVERSATION.

Uses of the Wind as Shown in the Weather-Vane and Wind-Mill.

A second week on the wind may be this week or later. The *weather-vane* and the *wind-mill* are interesting enough for a whole week of problems. Watch out to find one.

Froebel in mother-play advises mothers to play "turn the weather-vane" with baby's hand after he has noticed the arrow or the cock turning. Even if he has not observed, it is good exercise for the wrist. Hold the fingers stiffly together, set the right elbow in the left hand, so that the forearm is the pole, and the hand the vane, singing meanwhile,

"This way, that way
Turns the weather-vane."

Tell a story in kindergarten about a little baby who liked to have mother turn his little hand, "This way, that way." Let us all do it here and when you go home, perhaps your baby will like to do it. Who likes to play with baby brother or sister? I am sure you all do.

I know a way for big children like you to play "weather-vane." Do you know a way? See if you can think of one. Use suggestions given by children. Another morning begin the week by saying:

"Do you know that some wise people can tell when it is going to rain by just watching the weather-vane and the clouds?"

"Do you know what wind brings us rain?" It is the east wind.

"Would you like to hear a story about the east wind, the west wind, the north wind and the south?" Tell one and then let four children try to dramatize.

Just see what they will do. It is not necessary for them to do just what you would do. Their ideas are often better than our own for them at least. We aim to encourage self-expression in action.

GAMES.

The story and conversation about the different kinds of wind may well occupy several morning talks, and simple dramatic representation may follow.

The wind may seem like a bird that is flying.

Then later during the game period the play may be further developed.

A very good imitation of the sound of a light wind can be made by rubbing the hands together, palm upon palm; then to increase the sound move the feet too. A few children may whistle while the rest move hands and feet lightly.

Blowing a feather is a good game for this week. See how long it can be kept floating in the air by blowing the breath.

OCCUPATIONS.

Let this week's handwork be given mainly to learning *how to make pin-wheels.* It will not be amiss to make them every day. Small ones, large ones, and of various colors; towards the end of the week use double papers to show two colors, fasten two or more pin-wheels on the same stick. Some one has suggested that a strong paper lighter may be rolled to answer for a stick if good wooden sticks to hold the pin-wheels are missing. A clothes pin is sometimes used. Ask each child to bring one. Let the children run to their heart's content with the pin-wheels.

There are simple truths in science back of the rotating pin-wheel which we have no mind to teach yet, but this *play* and *practice* will pave the way for the later science lessons in school. Children without these elementary *experiences* are hard to teach.

This week after telling the story of the wind-mill (See Mother Stories by Maud Lindsay—also her later book—A Story Garden) and using all the good pictures you can find; connect the pin wheel to a *paper house.* This suggests the *wind-mill.*

Let a child be the wind and blow the pin-wheel on the mill. Let another child play he is the miller. It is exceedingly doubtful that a child of kindergarten age will *grasp* the connection between the arms turning and the machinery, but a *miller's son* will. Interest in the motion is sufficient in this case for the younger children.

If there is time and the children are old enough, tell of the wind-mills of Holland, and others that pump water up from wells deep down in the ground. Toy wind-mills are made that do this. Children love these simple experiments. They arouse wonder.

GIFTS.

Froebel introduced "turning figures" in his forms of beauty using them in the building gifts and with tablets and sticks. If there is time, the older children may try to make a few. (See Paradise of Childhood or Kraus Guide.)

MARCH 15-19.—TOPIC FOR CONVERSATIONS.

Let the chief conversation this week turn to the sun. The children must now be able to notice how much longer the days are.

"The sun rises before you do now. Last winter I think you arose first. You remember how dark it was on Christmas morning." Let the children point to the east where the sun rises and ask them to watch where it is when it goes away. Let them report next day. Arouse the mind by a single strong question. Watch the sun at noon.

Talk of the warmth of the sun. Why do we put our plants in the sun? Who likes to walk on the sunny side of the street, etc., etc.

The sun not only gives us light. It helps to keep us warm.

Now you are preparing for the old fable of "The Sun and the Wind."

GAMES.

Play this week with the light-bird and find shadows in the room and on your walks. Tell a story of the little Indian girl who was angry because her shadow would not go away! I think it is better to play with shadows. The sun helps make the shadows for us.

Story—Benny's Sunshine, In the Child's World. Play it. Enjoy the joke together.

OCCUPATIONS.

Drawing. Let the children try to draw children and their *shadows.* It will make fun. Let them draw the colors in the band of light trying to match them with crayons. Let them draw the sun rising near the right edge of the paper on one side, and on the other side draw it setting.

Let them make the sunset colors too, and encourage them to watch for the colors as twilight comes on.

Illustrate the stories told. Ask them to draw whatever they please and see if you can guess what it is. Have a large box of loose pieces of crayons of all colors anl let them be free to go to it and select. They love to do this.

Paper Work. Let each child make a short chain of yellow strips; then let every two children join theirs; then join the longer chains until there is one big bright, yellow sunny chain to decorate our room and help us think of the sunshine when rainy days come. Do not forget to let Friday be review day when children choose stories, songs and occupations as far as possible. Make a mill scene in the sand table showing many of the things in the pictures.

MARCH 22-31.—NATURE WEEK.

Topics of conversation—Our growing twigs. Possibly planting a few seeds or at least digging up the soil and flower pots and window boxes. Where has the melted snow gone? A talk about sap and a maple sugar week if omitted in February. Early flowers. Observe the aquarium. Get tad-poles. Secure a bunny if possible. If the children live on or near farms or have gardens, talk of all that is being done. Get tools and a wheel-barrow. Teach a spring song. "To the Great Brown House" is a favorite.

HANDWORK.

Cut twigs, draw them. Cut fishes, mount them on a paper aquarium cut beforehand. Cover with light green tissue or translucent paper. If there have been tulips or daffodils shown, cut and color them. Make borders of light tints of green and yellow circles or squares or flowers.

Begin to decorate the room with spring colors. Let the childen make suggestions. Remove decorations which the children may be fond of when they are not present, and do not let them know what became of them.

They are dusty and should be burned. Color birds as the robin and blue bird. Mount a few birds among the decorations. Introduce clay modeling. Model nests and eggs.

GAMES.

Play many ball games. Keep out of doors. Let the children frolic with the lambs. They know many games now so that choosing may be frequent. Review bird games and play about the return of the birds. Hang up the *pictures* of the first birds that return and let each child choose which bird he will impersonate in a game. Teach the bird notes if you can or get some one to visit the kindergarten who can imitate the notes.

Play "A little bird once made a nest," if a nest has been seen in the neighborhood. Put out straws for the birds to find.

YOUR CHILD TODAY AND TOMORROW

A thoughtful mother put forth a book last year entitled "Your Child Today and Tomorrow." It is published by J. B. Lippencott Co., Philadelphia.

It is a book that will do kindergartners and primary teachers good as well as parents.

After reading it, describe it and read selected paragraphs in a mothers' or parents' club.

These are some of the very practical problems it considers:

Punishment, Will, Work and Play, Lies, Ideals and Ambitions, Fear, Imagination, Adolescense, Obedience, Reasoning, Heredity.

In the preface, Mrs. Gruenberg, the author, very aptly says, "We cannot expect the children with their limited experience and undeveloped intellect to understand us, if we are to have harmony, intensity and cooperation, these must come thru our efforts to understand them."

This phase of the question is often forgotten. We take for granted children understand us.

James Whitcomb Riley exclaims:

> "Child heart, wild heart,
> O, my little wild heart.
> Come up out of the dark to me
> Or *let me come down to you.*"

Dr. John H. Vincent in a farewell speech of this book as "an exceptionally sane, practical and valuable treatment of the problem of problems suggested by an American civilization, namely: The training of the on-coming generation—the new Americans—who are to realize the dreams of our ancestors concerning personal freedom and development in the school, political, commercial and religious life of the Republic."

Mrs. Gruenberg wisely cautions parents not to overestimate the powers of the school—great as they are. "The school," she says, "has the child but a few hours a day, for barely half the year and the classes are unconsciousably large. We all hope the classes will be made smaller, but they never can be small enough, within our own times, for the purpose of real, effective moral training. The relations between teacher and pupil can never be as intimate as are those of parent and child. The parents can watch their child, year after year whereas the teacher sees the child for a comparatively short period of his development and then passes him on to another."

Mrs. Gruenberg has done well to choose "Punishment" as the subject of an early chapter, for it is ever of interest to parents.

Among other wise suggestions she enumerates these:

We must never punish in anger.

We must consider the motive and temptation before the consequence of the deed.

We must consider the deed and not the child.

We must be sure the child understands exactly the offense with which he is charged.

We must be sure he sees the relation of the offense to the punishment.

We must never administer any excessive or unusual punishment.

We must not exaggerate the magnitude of the offense.

She adds, "If we keep these principles in mind, we may not always be right, but we shall certainly be right more often than if we had no policy or definite ideas."

She reminds us that "punishment is only a corrective and that it is our duty to build up the *positive* virtues. Let us expand our energies to establish good habits and ideals, and the child will shed many of the faults which now occupy the center of our interest and attention."

"Punishment is a medicine—a corrective—and when we administer it we must do so *in the spirit oi the physician.*"

This seems to us to be a very helpful comparison.

APPEAL FOR FUNDS FOR PANAMA-PACIFIC EXPOSITION KINDERGARTEN

The authorities of the Panama-Pacific Exposition and the state educators of California expect to conduct a model school during the entire nine months of the great exposition, and it is planned to have a kindergarten as a part of this school. The I. K. U. board is asked to appoint the kindergartners for this kindergarten, to help in the plans, and to aid the project financially.

This opportunity to present strong and beautiful kindergarten work is the most remarkable that the Union has ever had. The greatest need is money. One society in San Francisco will pay $100 a month toward the amount needed, but at least $300 a month will be required for the nine or ten months of the exposition. The I. K. U. treasury is inadequate, and unless the total amount ($200 a month) can be assured the board cannot undertake this important work.

It is urged that every member of the I. K. U. and every friend of the kindergarten contribute something toward this fund and thus have a share, even if a very small one, in this work of promoting the kindergarten.

All contributions or pledges should be sent as soon as possible to the treasurer of the I. K. U., Miss May Murray, Kindergarten Review, Springfield, Mass.

MOTHER PLAY

THE WHEELWRIGHT

(Translated from the German of Friedrich Froebel)

By Bertha Johnston.

MOTTO FOR THE MOTHER

Early the child observes with eager joy,
How man, his hands, can skilfully employ.

SONG FOR THE CHILD.

Let us start now, one, two, three,
The wheelwright at his work to see!
'Mong his wheels and tools we've found him,
Spokes, hubs, rims and tires all 'round him.
See, what trouble now he takes;
Smooth and straight the hole he makes,
As round and down the auger goes:—
Through the hub its point now shows.
Hub, spokes, rim together bound,
To the cart then fastened sound,
Fast it rolls upon the ground.
Faster and faster round and round.

COMMENTARY FOR THE MOTHER.

The hands held perpendicularly, with the fists lightly closed, move themselves in horizontal planes, in half circles, and in opposite directions, so that alternately, while one hand is in front, the other is behind, thus representing the arm and hand movement of the wheelwright when boring a hole. Then, at the words "Fast and faster, round and round," the two fists move vertically, mutually around one another, imitating the forward rolling of a wheel.

"Nothing is indifferent to you that concerns mankind; you are a man, therefore nothing that relates to mankind is foreign to you!" said the philosopher. And as often happens, the child puts into practice the most sublime of life's great truths.

The child in silence and simplicity doth practice,
That which the sage proclaims as worldly wisdom.

Nothing is done by grown people that does not excite the attention of the child, particularly anything done with the hands. We have said before, Mother, that because the work done by man's hand is so important, we must foster this feeling, and foster it early. We must nurture the child's pleasure in the creations of man's hands, yet,

You would early raise this pleasure into achievement,
That in the future he may lead a truly human, creative life,
For, to produce, by energetic, thoughtful activity,
Brings peace and joy as its reward.
Which is what you wish to give to your child;
And which is easily done;—by directing him to brave, vigorous achievement.

This little play, should contribute a little, should be for you, O Mother, one means to this end.

Richly has the artist embellished this page for your child's delight. I do not believe you will find omitted one essential use, one characteristic form of wagon wheel, from the wheel on the barrow next to the signed bale of goods, at the right of the little picture, behind the moving-van, to the wheel on the chariots of the gods. Surely, he would thus point out to us the importance of the wheel in all the circumstances of life. Where would the race of man be, where our civilization, were we deprived of the wheel? Therefore, it is that all that the wheel is, and signifies, has such an attraction for the child, such importance. And later, the child values counsel (Rath,) which is to him like the wheel (Rad), in its application, attributes and uses; in that, by its means, that can be easily moved, which is otherwise heavy and difficult to move. Otherwise, the child follows unwillingly the counsel of its elders, because as with the wheel (Rath counsel, Rad, wheel), it does not yet know directly and instantly, its value and importance.

Again, the knowledge of the attributes and uses of the wheel is important for the child, even in its quite ferres symbolic sense, which is apparent in quite another sphere, as that of the mediating circle, the hoop, the wreath. Surely, that is what the artist would bring home to our hearts, with the two boys there below, who are driving their hoops in opposite directions and it almost seems to me that at the end they will arrive, perhaps contrary to expectation, and perhaps against their wills, to the same place. Would the artist thus indicate the different destinies of the child, the man, which according to the decrees of Providence, will yet lead each one to what is best?

What further would the artist say to us, in taking us back into the legendary era of the heroes of antiquity? No artist does anything by accident or unintentionally!—It would almost appear, that he, as an artist, anticipates, that through such a childhood, truly observing the laws of nature and of life, in every direction, and solicitiously preserving what is good in them, the fabled age of a noble humanity, must newly reappear—cleansed of its dross, the obscure made plain, and purified in its aims and instincts.

Shall we be offended with the artist because of his presentiments and his desire that they be fulfilled?

What about the wheelwright, there below to the right, and the wheel he rolls along?

Wheelwright with the wheel so tall,
What teach you the children, big and small?
"Let each guard itself against a fall!"

COMMENTARY FOR THE GRADE TEACHER.

In this Mother play we find an excellent example of Froebel's love of playing upon the meaning of words—thus sometimes carrying symbolism to extremes. In German a final D is pronounced hard, like T; thus "Rad," meaning Wheel, sounds almost, if not precisely, like "Rath," meaning Advice, Counsel: And in which the disk revolves. This disk may be solid as when a very elementary wheel is made by sawing a circle from the trunk of a tree, or it may be made with spokes and a rim, the spokes being fitted into a one paragraph we find him pointing out that the "Wheel" and "Counsel" resemble each other, in that each is a means of moving what would be otherwise difficult to move. The analogy, however accurate, loses its force somewhat when the statement is translated into English, where the two words, "wheel" and "counsel" are quite unlike.

Altho, as Froebel states, the picture shows almost every use of the wheel for transporting the cart, and its related vehicles, there are many uses of the wheel which older children will enjoy naming, and which are almost equally indispensable in the progress of civilization. Among these we find: the wheels in machinery, as in factories, watches, engines; the pilot-wheel, the mill-wheel, the pulley, the wind-mill.

Let the children think of what are the two essentials of a wheel—the frame or disk, and an axle round

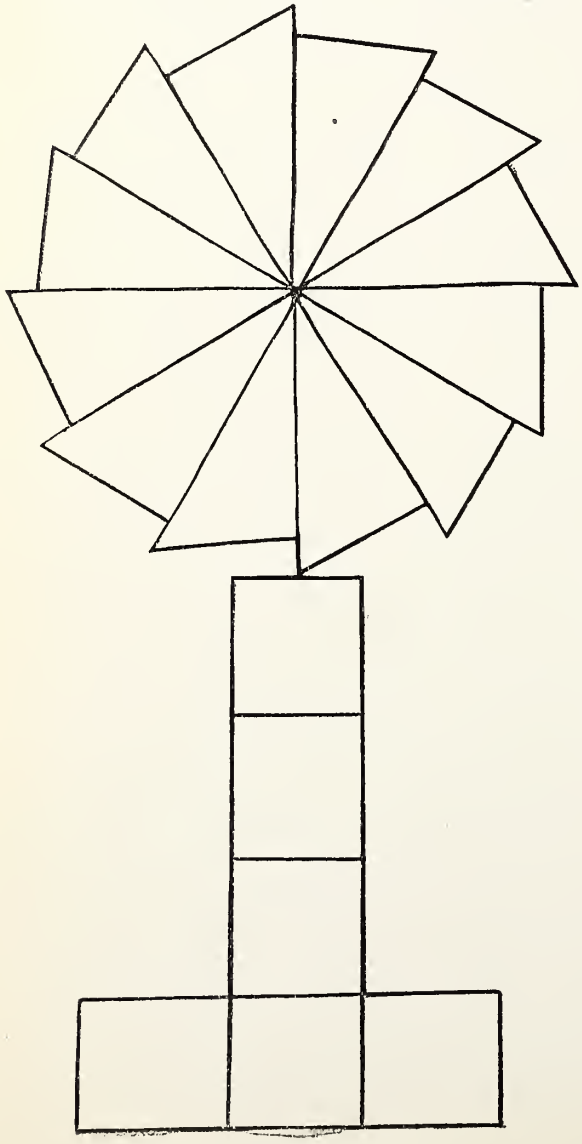
central hub which revolves round the axle. Speak of further modifications in form, as the paddles of ferry-boat or mill-wheel, the vanes attached to a wind-mill, the grooves in a pulley, and notches and sprockets.

Let the children imagine living in a country where the wheel was unknown like those remote regions found by Dr. Howe in Greece, many years ago. How would such ignorance retard civilization? What difference would it make with the communication between one town and another? What difference in trade and exchange of ideas? How did the Indians convey their belongings? By means of two poles attached to a horse and dragging on the ground. Suppose we did not know how to use the wheel with the machine, for sewing and manufacturing.

Name one-wheeled instrument or toy; hoop, wheel-barrow, Mother's sewing pattern-marker.

Two-wheeled vehicles; three-wheeled, four-wheeled, etc. Let the children write such lists.

It being the month of wind let the children make a wind-mill with the tablets, thus and explain how the fans are attached to a shaft that revolving, operates other machinery so that water is raised, or grain ground. With the Second Gift make barrow, pulley, etc.



Necessity of wagon-grease, and oil for wheels of machinery.

What is meant by phrase "Wheels within wheels?"

Have children write composition on "Wheels of Progress."

Suppose the wheelwright should be careless in making the wheel or in putting it in place? What might happen to wagon or to boat or to railway train? And so to the passengers? What happens if a rubber-tire bursts on a motor-car? Or as wheel comes off a coal-cart in the big city.

With Froebel's thought in mind, that if children are taught to truly observe the laws of Nature, and Man's handiwork and to preserve what is best in them, that then the Golden Age will dawn again, help them through this picture to feel the nobility of all true workmanship, and to realize that, as in the course of many ages, man has learned to utilize the powers of Nature by means of the wheel and other machinery, so we must show our appreciation of the toils of the past by a right use of the privileges of the present. Do we make the best use of the Wheel when we recklessly run down pedestrians with our fast cars? Do we make a good use of machinery when we continue to overwork the laborers in factory and shop?

At a mothers' meeting it might not be out of place to explain Froebel's pun upon the words Rath and Rad and ask the mothers in what way Advice resembles the Wheel. How can a wise parent get a child to do that which it doesn't want to do? Such an illustration sometimes makes an impression that a plain statement would not. How does rolling hoop teach child to guard against a fall?

We append a few verses the teacher may find apropos upon some occasion, either in, or out, of school. The first is a variation, suited to modern city life of the old rhyme "For the want of a nail."

Because of one pin the wheel was lost,
Because of the wheel the cart was lost,
Because of the cart the coal was lost,
Because of the coal he trolley was lost,
Because of the trolley the boat was lost,
Because of the boat the excursion was lost,
And all for the want of a good lynch-pin.

THE HOOP.

You roll yours one way,
And I'll roll the other;
But surely we'll meet,
If we keep on, my brother!

How could we move the first of May,
Without the great-wheeled moving-dray?

Eight little wheels take me to school;
Guess how I go, so quick and cool.
(Roller skates.)

SUGGESTIONS ON MANAGEMENT

BY A PRACTICAL KINDERGARTNER

1. The kindergartner should reach school early. She should be ready to receive the first child who arrives.

2. She should greet the parents who come with their children as well as the children. Each child should come to the kindergartner with a good morning and a curtsey or bow. (Avoid kissing—children soon understand.)

3. Invite the children who come early to help you in the care of the room, the kindergartner working with them and afterwards playing with them, when not greeting others.

4. Let the children be free to choose between work or play before nine o'clock. If some play every day, get them interested in the preparations for the day by asking them to do some little thing as a personal favor, and later as a return for what other children have been doing for them. Try to awaken pride in having everything in order when it is time to go to the ring.

5. Be sparing of praise. Children soon grow conceited and self-important. It is better for them to concentrate their thoughts on their work or play rather than on themselves. Children differ in this respect. Shy ones may need praise.

6. When new children arrive, put each in charge of another child for the first day at least. This will help the child feel at home. Suggest lending the doll, or a picture book or digging in the sand with a shell. Play ball or draw on the blackboard.

7. At the slightest touch of the piano about five minutes before nine, every toy must be laid neatly away in its right place. A few children will not want to put things away at once.

If they do not yield after explanation that particular form of play may be denied them for several days.

8. Cultivate soft voices in the children by *example*, by occasionally whispering in answer to their screams, by singing soft lullabies, by talking softly to the dolls, by whispering games. Try Dr. Montessori's game of silence when voices rise above a good pitch.

9. Play listen to the dolls sing.

10. Cultivate gentle manners by example. Be as polite to a child as to an adult *every time*. Don't interrupt a child who is talking without asking pardon.

11. Cultivate gentle manners by playing fairies, shadows, sunbeams.

12. If a child shakes his head for yes or no, say "I can't hear you."

13. Be natural with the children. So natural that sometimes they will spontaneously call you "mamma."

14. Let the children do as much as possible for themselves and for each other. Let them get out the materials, put them away *carefully* every day. They will soon learn places and order in this way. It is time well spent, not wasted. Never let piles of material collect on your table.

15. Have children help each other with coats, overshoes. Have them water plants, remove dead leaves, lay out music books and return them at the close of the day, dust tables and piano and window sills. Frequently let them have water and soap to wash the duster. Have a cord stretched on which to hang it. All these little services should be mentioned in mothers' meetings and the mothers encouraged to enlist a child's help at home in these and other ways rather than to think it a nuisance. If not allowed to help when they are young, they will not have enough to do and so grow naughty or lazy.

16. The kindergartner should show an unfeigned interest in the little items which the children constantly bring from home. Do not make too much of them. Have a box to drop them in if they wish to give them to you. If pictures are vulgar or undesirable in any way say, "I think this isn't very pretty." Gradually improve their taste in pictures and toys. Always ask what is this? as children like to name and it helps enlarge their stock of words. If time ask a second or third question, as where did you get it? What is it good for? If it is an article a child should not have brought ask, whose is this? Does mother know you brought it? I must call and ask her. Encourage them to bring crumbs in a paper bag to feed birds or carrots for a bunny.

17. If a child tells tales say, "I wish you could tell me something pleasant," yet do not wholly ignore children's tales or some few may impose on others.

18. Attention can be gained before saying something you wish to impress by the remark, "I want to see every child's eyes."

19. "Be a little blind and a little deaf," that is do not see everything that goes wrong. We often learn by mistakes.

20. Train children to be generous and thoughtful of others by lending flowers and pictures to other classes.

Take a vase of flowers occasionally to the principal's desk where all the school may enjoy it at the opening. Have the children go with you to see you place it. In this way they gradually feel at home in the large building.

21. To correct a child seriously, speak to him privately. Never use shame as a punishment. If the child feels it himself, be pleased.

22. Impress upon children after coats are buttoned up, gloves on, bows tied, the necessity of going directly home. At first go with them to the door and watch.

Use stories about accidents and lost children. Speak of mother watching at the window. Caution about taking care of work.

23. Let the last moments be the happiest, shake hands with each child, looking *right into his eyes*. Give a cordial grip and a smile. It is *worth while* in character building.

NEW KINDERGARTEN STORIES

THE PRESENT

S. Plessner Pollock, Gotha, Germany.

In January, when the snow time came, it brought with it, a perfectly charming little being, but we must tell the story in order. Gertrude and Herman had slept for some few weeks, in Grandmother's room, because Grandmother had caught a cold, by getting up in the night to go and get the tongs for her fire. Grandmother must not get up herself, when she was warm, the children must be helpful to her and bring to her what she needed. One morning, before breakfast was ready, the two children had hardly buttoned their little skirts, when the father came in and said,

"We have received a wonderful present, should you like to see it?"

A present, yes indeed the children wished to see it.

"Who had sent it?" "Had Christmas come again?" they asked with curiosity.

"Not Christmas today, not the Christ child's birthday," said the father. "but another birthday."

That was astonishing! the parents' birthdays came in the time of the roses—, they had congratulated the grandmother shortly before the Christmas festivities, —the two children's birthdays were celebrated together, when the great golden plums, which grew in Godmother Kranz's garden were picked, the children then received each, as many plums, as they were years old. While they were considering all this, chatting busily about it all, they, with father and grandmother, had reached the bottom of the stairs and entered the lower room. Ah! there stood a large basket, long and narrow, like that in which mother laid her fine, clean wash; it was there as a cradle and was half covered over, with green veiling. The father threw back the green veil: not the clean clothes lay in the basket, but soft pillows and from between the pillows peeped a small, tiny baby face—

"Oh! how charming! How perfectly dear!" shouted Herman and Gertrude.

"A new heart leaf," said grandmother.

"Does that belong to us?" asked the children.

"The dear Heavenly Father gave it to us;" answered the father.

"Ah! the good dear God! that is fine! that is delightful!" called out the children and they ran to the mother and kissed her hands and to the father and to the grandmother; they rejoiced as if the Christmas tree had been lighted, and the parents cried for joy.

Gertrude bent and kissed very, very softly—the tiny face, of the new heart leaf and Herman took hold of its delicate little hand and kissed all five finger tips.

"Shall I give him Nicks to play with," he asked grandmother, and Gertrude wished to bring him her best playthings.

"At present, all baby needs is food and rest," said father, "Go out now, you little chatterboxes, and let little brother sleep."

"Sleep" said Herman, "The little long sleeper," he added, "the sun has only just risen."

They left the room—, directly upstairs to grandmother—they could not go, who could sit still, when they had just had such a wonderful present. It is no small matter, to have a new little brother—, the children must tell it to all the world—, all the inhabitants of the little house in the wood, must be told of it. First they looked for Hector and told him the whole story and old doggie looked so knowing and wagged so pleasedly with his tail,—that one saw at once, how sympathetic he was. They could not tell it at once, to the faithful dog, Andy, for he was now gone to town with the milk wagon, but puss was drawn out from behind the stove and Gertrude took hold of her ears and lifted her head, while Herman screamed in her face, "We have a new heart-leaf!" but puss behaved exceedingly stupid, she did not even open her eyes, but immediately rolled herself together again and began again to snore.

"Old lazy-bones," scolded Herman, "one could put you and sleepy-head little brother together!"

Now they went to doll Lizzie, the two rabbits and the little sheep,—they were all together in the corner of the playroom. Here the joy was great. Doll Lizzie wished to jump up, but was unsuccessful, she fell off of the little sheep's back, on which she was just taking a ride. Old rabbit Nicks nearly jumped out of his skin, at least his fur was again split open in several places. Wholly touching however, was the way in which the mooly cow behaved. As the children came to the stall and called to her, "Moo cow—we have a little brother." She quietly turned her head around—she had just had a little calf, so she could comprehend what joy over the arrival of the child, reigned in the house. She mooed very gently—and as the small, merry calf, came and stood before her—, she licked its head and did all she could, to show that she had sympathy and feeling.

(To be continued.)

ALICE AND THE KEY

Mary Elizabeth Rodhouse, Wellington, Ohio.

Alice was walking along the dusty road. She was barefoot and bareheaded, and carried in her hand a little tin pail full of wild blackberries. All at once she stopped and picked up something bright that lay in the road half covered with dust. It was a key.

At last it had happened,—what she had been expecting all her life. It is very strange when one's name is Alice not to have been to Wonderland. She had often looked for little cakes labeled, "Eat me," and bottles labeled "Drink me," and though she had never seen either, she had once eaten a box of mysterious looking pills which had made her very ill indeed. She had drunk various mixtures which she had found about the house, too, but usually they made her sick, and Father and Mother had both said she really must not eat or drink any more strange things without first showing whatever it was to one of them.

But they had never said a word about keys. Here was a real adventure. Alice began to look at the

stones along the side of the road and at the tree trunks to see if she could find a keyhole.

While she was looking, an automobile drove up and stopped at the spring by the side of the road, near which Alice had found the key, and a beautiful lady stepped out. She drank some water and then looked curiously at the little girl and asked her what she was doing. Alice was rather shy at first, but the lady looked so kind that before long she told her all about it, and showed the key.

The lady gave a little cry. "Why, that is my key," she said. "I lost it yesterday, and my chauffeur had to climb in a window to let me into the house." Then seeing how disappointed Alice looked, she added, "Won't you jump in now, and ride home with me for a little visit I live in the house on the hill."

Then Alice's disappointment all vanished, for the house on the hill was one of the places about which she had always imagined wonderful stories. It was a large house with a big lawn which sloped part way down the hill and had a high stone fence about it. It was closed all the year except for a little while in the summer, and some years it was not open at all.

Mother had gone to town for the afternoon, and Father was off in the fields, so there was no one to ask, and without stopping to think whether she ought to ride home with a strange lady or not, she climbed into the big auto, and whizz, along the road they went and up the hill to the big house.

Then Alice knew she was in Wonderland, indeed. Such a wonderful garden she had never seen, with strange beautiful flowers, and fountains, and a pool where bright little fishes played. The house was more wonderful still, with big looking-glasses which Alice did not walk through but in which she could see her whole length, and thick, soft carpets, and a parrot hanging in a gold cage by the window. The lady took her to the attic, too, and showed her a chest full of old, old things and even let her dress in a beautiful stiff silk which the lady said had belonged to her great-grandmother. And then, Alice still wearing the rustly silk, they went down stairs to a sunny room all glass and full of flowers, and they had chocolate with whipped cream on it, served in thin little cups like egg-shells, and sweet cakes which melted in one's mouth. At the end of this wonderful afternoon, the lady took Alice home in the auto, and they met Mother just coming from town. You may imagine how surprised she was, and Alice and the lady told her the whole story.

So ended Alice's first visit to Wonderland, but it was not the last, for she and Mother and the lady all became very good friends. But Mother told her another time to ask before she went riding with a stranger, for it might not always end so happily. Alice promised and kept her word. But she still expects wonderful things to happen, and they do. They always do,—if we know when they come.

THE MONKEY'S TRICK AS TOLD IN BRAZIL

Elsie Spicer Eells, 1461 President St., Brooklyn, N. Y.

Once upon a time there was a beautiful garden in which there grew all kinds of fruits. There were many beasts who lived in the garden and they could eat of the fruits whenever they wished if they would only observe this rule. They must make a low, polite bow to the fruit tree, call it by name, and say, "Please give me a taste of your fruit." If they wanted to eat plums they had to say, "Plum tree, plum tree, please give me a taste of your fruit," or, if they wanted to eat peaches they had to say, "Peach tree, peach tree, please give me a taste of your fruit." They had to be very careful to remember the tree's correct name and not to forget to say, "please." It was also very important that they should remember not to be greedy. They must always leave plenty of fruit for the other beasts who might pass that way, and plenty to adorn the tree itself and to furnish seed so that other trees might grow.

In one corner of the garden there grew the most splendid tree of all. It was very tall and beautiful and the rosy cheeked fruit upon its wide spreading branches looked wonderfully tempting. No beast had ever tasted of this fruit for no beast could ever remember its name. In a tiny house near the edge of the garden there dwelt a little old woman who knew the name of all the fruit trees which grew in the garden. The beasts often went to her to ask the name of the wonderful fruit tree but the tree was so far distant from the tiny house of the little old woman that no beast could ever remember the long hard name by the time he reached the fruit tree.

At last the monkey thought of a trick. The monkey could play the guitar. He always played when the beasts came together to dance, in the garden. The monkey carried his guitar under his arm the next time he went to the tiny house of the little old woman to ask the name of the wonderful fruit tree. When she told him the long, hard name which no beast before had ever been able to remember he made up a little tune to it, all his own, and he sang it over and over again all the way from the tiny house of the little old woman to the corner of the garden where the wonderful fruit tree grew. When any of the other beasts met him and asked him what new song he was singing, he said never a word. He just marched straight on, playing the little tune over and over again on his guitar and singing softly the long hard name.

Finally he reached the corner of the garden where the wonderful fruit tree grew. He had never seen it look so beautiful. The masses of rosy cheeked fruit glowing in the bright sunlight. The monkey could hardly wait to make his polite bow, say the long name over twice, and ask for the fruit with a "please." What a charming color and what a delicious oder that fruit had! The monkey had never in all his life been so near to anything which smelled so good. He took a big bite. What a face he made! He threw the fruit from him as far as he could throw it. That beautiful,

sweet smelling fruit was bitter and sour and nasty tasting.

The monkey never forgot the tree's long, hard name and the little tune he had sung it to. Nor did he forget how the fruit tasted. He never took a bite of it again. When the other beasts heard about it they liked to tease the monkey about it. The monkey was such a jolly monkey that he laughed, too, the loudest and longest of anybody, whenever any mention was made of the wonderful new fruit.

THE COB-FIRE STORIES

Bertha C. Pitman.

Charles did not get any cobs for a number of days, as he went to visit his aunt in Chicago.

Hannah had to get her basket of cobs herself, and she missed Charles very much, as he was the only one who ever got them for her.

At the end of a month, his father brought him home, and he could hardly wait to see his mother, but he did not know what a lovely surprise they had for him until he got to his mother's room, and there lying in her arms was the dearest wee baby sister. She had the dearest fatest face and such cunning little hands and feet!

He just stood and looked at her for a few minutes, and then stooped and kissed her and said, "Oh, mother, won't we have a lovely time telling baby all about our cob-fire pictures? Oh! I am so glad she has come to live with us!"

He did not want to leave her for one moment, but dear old Hannah had to be seen, and she was so glad to see her boy again, that she nearly let her fire go out. But Charles soon had a basket of cobs for her, and also one for his fireplace. In the evening after baby had been put to bed, mother crept softly into the sitting-room and there in front of the fire sat her little boy quite alone.

She went over and sat down on the rug beside him, and slipping his hand in hers, he snuggled up close to her.

"Well dearie, are you glad to get back to mother and your cob-fire again?"

"Yes indeed, it is lovely at Aunties, but I did miss my picture so much, and sometimes I dreamed them after I got in bed.

I can see one of them now in the fire. Do you see that very tall cob at the back? Well, that is a very high building not quite finished, but someone has dropped a lighted match near some rubbish, and the fire has slowly crept along until it has burned a good deal of the building.

But there, see, one of the builders has discovered it and is running to the alarm box to call the firemen! There they come galloping down the street, and their engines are throwing out sparks too!

Now watch the firemen go up their ladders to the very top of the building, dragging the long heavy hose after them.

There come two more engines! My! what a big fire it is! The water though is putting it out, for it is all dying down. But look out! the big tall building is falling. There! over it goes, and the firemen are running away from danger. Now they play the hose on it again, for as it fell it began to burn again. There, it is dying out, and soon there will be nothing left but ashes, just like my cob-fire."

"Yes I can see your picture very plainly," said mother, "but come, we will go kiss baby and then off for bed."

HEALTH RULES

USED IN MINNEAPOLIS PUBLIC SCHOOLS

1. Fresh, outdoor air and sunshine are necessary to good health.
2. Night air is as pure as day air, and in cities where there is much dust, is purer. Sleep with your window open, top and bottom.
3. Eat but little fried food, pastry, candy, cake or sugar.
4. Wash your hands before you eat.
5. Brush your teeth after each meal.
6. Never put your fingers in your mouth.
7. Never put pencils, money or pins into your mouth. Never put into your mouth, anything that has been in any other person's mouth; such as gum or candy.
8. Never wet your finger in your mouth when turning the leaves of a book, or counting money.
9. Avoid spitting; it spreads tuberculosis and other diseases.
10. Do not handle strange cats or dogs; they often carry diseases.
11. Never use a drinking cup that is used by others.

ETHER LAND

Elsie Spicer Eells, 1461 President St., Brooklyn, N. Y.

My tonsils and my adenoids
Grew very big and bad.
"They must come out, "the doctor said,
"To make a sturdy lad."

Two doctors came one April day.
They brought an ether cone;
And then I went a-traveling
A journey all alone.

I went a-whizzing on and on,
Through tunnels long and black.
I never flew so fast before.
I thought of turning back.

Such voices queer I heard in there,
The voices of the lost.
I wished that I could help them out.
I'd try at any cost.

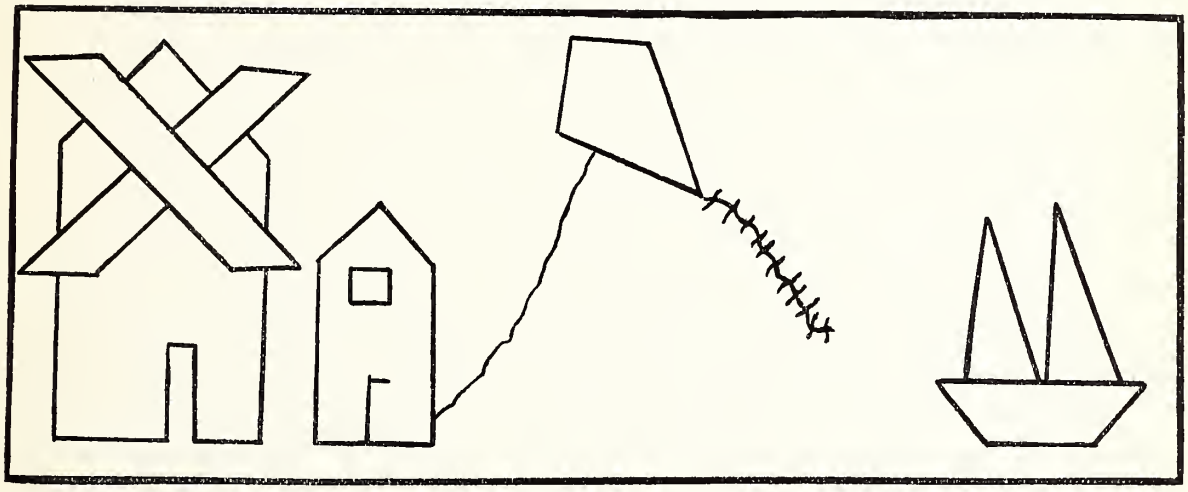
The giants, pixies, gnomes and dwarfs
Are surely in that land.
I know 'tis there that they've all gone,
And all the fairy band.

We do not see them any more
Like children in our books.
I'm sure 'tis now in ether land
They have their favorite nooks.

STRAIGHT LINE CUTTING

CARRIE L. WAGNER.

For this month the cutting on straight lines will develop pictures of objects emphasizing the work of the wind. The mill is made by folding a four inch square into sixteen little squares, open, and cut the square into half on the line. At the right end of this piece fold the upper and lower squares on the diagonal, open and cut away on the line. Cut a door at the other end on the center line. This will make the mill; mount as illustrated. To make the fans of the mill cut four squares on a straight line from the other oblong piece. Fold the two end squares of this piece on opposite diagonals, open and cut away. Now fold the long piece through the center, open and cut into two pieces on the line, thus making two fans which may be pasted on the mill. The house is made from half of the strip of four pieces that was left after cutting off the pieces for the fans. Use one of the triangles left from the roof of the mill, for the roof of the house. With the two squares left from the house, form a boat by folding the two lower corners to the center of the upper edge; open and cut away these triangles formed by the folds, then fold the corner left at the lower edge of the boat to the top edge, open and cut off on the line. The kite is made from a two inch square; fold on the diagonal, open, and fold the right and front edges to the line formed by the diagonal fold; open, and cut away on the lines. The pieces thus cut away may be used as sails for the boat. White paper mounted on blue, or light blue on dark blue is effective for this poster.



The younger kindergarten children who do not know how their own name looks in writing will be interested in an exercise like this: Write the names of three or four on the blackboard and point out to each one their name. Then say whenever you see your name written on the blackboard you may come to me or perform any little act which the child will love to do. They will watch eagerly to see their names on the board.

MY PAPER DUSTPAN

I never use a tin dustpan now. I have found the paper one so satisfactory. Fold a straight edge of newspaper or wrapping paper, dip it in water to a depth of two or three inches and when thoroughly wet lay it on the floor and smooth out with the fingers. It will adhere to the floor until you sweep every particle of the dust on it, when the paper is folded up and thrown in the waste basket. The paper will stick to any smooth surface, as wood, matting, brick, etc.—*Home Companion.* L

Every why hath a wherefore.—Dutch.

TO EXTRACT A CORK

The following has been found helpful:

To extract a cork which has fallen, or been pushed into a bottle while still filled, take a button, thread it on a string, and drop into the bottle. Then pull the cork up to the neck with the aid of a hatpin, pull the string which is attached to the button, and the cork will come out.—*Selected.*

Dr. Charles Elliot says "every improvement that has taken place in the university in a generation has been borrowed from the kindergarten."

A professor of Columbia University recently said "It is not the kindergarten that needs the university it is the university that needs the kindergarten and must have it or perish."

March, March, March, winds are blowing,
But to school we all are going,
March winds blow the kites on high,
Merry March winds singing by,
See the bunnies as they run,
March has days just thirty-one,
Bunnies all will learn to spell
Names of months now very well.

"Oh, March, why are you scolding?
Why not more cheerful be!"
"Because," said growling, blustering March,
"The whole world scolds at me."

"MISS SUNBEAM"

Mary E. Jackson, Brighton, Mass.

Her name was Miss Sunina Bemis, but of course they called her "Miss Sunbeam" from the very first, and it being an easy and delightful nickname, and, withal, so appropriate, it clung to her long after her reign in the Dey Street Kindergarten was a thing of the past.

No place needed the visit of a stray sunbeam more than the Dey Street Kindergarten. Situated as it was in the basement of a city school, its three small windows looking out on a yard of uncompromising brick bounded by a high retaining wall which shut out much of the light and all of the sunshine, the kindergarten was indeed a forlorn place. Miss Sunbeam herself had to admit as much when she stood on the threshold and surveyed her domain to-be. The walls were of rough untinted plaster, the dingy ceiling was so cris-crossed with cracks that it resembled a railroad map of New Jersey; the floor was unspeakable.

"Well," said Miss Sunbeam, "What we most need here is light and air," and crossing the room with a determined step she threw open all the windows. "Now I can think," she said, and seating herself upon one of the high sills she swung her feet, and hummed a little tune. But as she hummed, her keen eye roved about the forlorn apartment; her quick brain was making note of every hopeful detail.

"I'm right glad that I came a week before school opens," she commented as she slid down from the sill, her plan of campaign in nebulous shape in her mind. "There's a whole week before those blessed babies come to school and I can do wonders in a week, —if I can get the necessary permission and some help."

As it happened she got her "help" promised before she had a chance to obtain the permission of the "powers." Crossing the dark hall on a tour of inspection she came upon the janitor wielding a worn-out broom, and enveloped in a rather unnecessary cloud of dust. Nothing daunted, however, Miss Sunbeam advanced with a friendly hand extended.

"This is Mr. Morrisey, isn't it?" she inquired, with her best "sunshiney" smile.

Mr. Morrisey took the proffered hand rather sheepishly, and not having experienced many sunbeams in his gray existence, he succumbed at once and became her devoted slave.

With a judicious mixture of natural sunshine and indomitable grit Miss Sunbeam carried her point with the "powers," and that very afternoon and returned to the kindergarten armed for the fray. Mounted on a high step ladder she began work on the "railroad map," filling in the cracks with plaster of Paris. It was hard, slow work, but Miss Sunbeam kept at it until her brain fairly reeled. When at last the light failed, she stood and looked up at her afternooon's work with almost a sigh. So many hour's work, and the ceiling only half done! Tired and almost disheartened she walked back to her boarding-place. Once there, I'm afraid the clouds obscured the sunshine for a time, for there certainly was something of a shower before Miss Sunbeam slept that night. It is hard to be a philosopher when one's neck feels likely to break!

But with renewed vigor she returned to her task the next morning, and there to her surprise and delight she found that the "railroad map" was a thing of the past. The sun had been shining behind the clouds after all, for while she slept her "slave" had finished the job! It is needless to say that she thanked Mr. Morrisey so heartily that he secretly wished the kindergarten had had three ceilings instead of one.

"Now for the walls!" she said cheerfully. And before an hour had passed she was busy mixing the paint, and dabbling away on the lower parts of the walls, while Mr. Morrisey, mounted upon the step-ladder, painted the higher parts. He was allowed to give her one day's work,—the "powers" had conceded that much,—and the willing janitor worked so hard that when the sun set the walls shone resplendent with their fresh coat of sunny gold, and the ceiling had received a thick coat of creamy white.

The wood-work was oiled and rubbed until it shone, and then Miss Sunbeam tackled the floor. She made her will in the matter pretty plain to the janitor, who looked doubtful but did his best. His best did not suit Miss Sunbeam, who presently took matters into her own hands; returning from an expedition down town, she got down on her knees and gave Morrisey his first scrubbing lesson. Morrisey stood meekly watching her, and, when the demonstration was finished, set to work and scrubbed that floor as it had never been scrubbed before! When it had received two coats of oil, Miss Sunbeam pronounced it "not half bad," and looked about for more worlds to conquer.

The chairs looked rather battered, the tables were decidedly weak-kneed, but with Morrisey's help Miss Sunbeam soon had them looking as good as new. There were two days left when all this was done; one day Miss Sunbeam spent on the closets and supplies, which she had found in a chaotic state, the second day she spent upon the dingy, unlighted cloak room. When she had finished this last day's work, the little cloak room looked as neat as a pin. Two candles in trimmed brass sconces, (Miss Sunbeam's summer school work) stood ready to be lighted when necessry; a neat number painted beneath each hook, and a card full of wooden "clips," each numbered, hung on the wall ready for the tiny rubbers.

On Monday morning Miss Sunbeam stood on the threshold and surveyed her white and gold room with a sigh of satisfaction. It was so bright and cheerful that it looked almost sunshiny. Huge bunches of golden-rod in each window helped to make things look more cheerful, and a vase of yellow asters on Miss Sunbeam's table fairly radiated light. Miss Sunbeam herself seemed a part of the general

color scheme, for she was dressed all in white, her little gilt belt, her watch chain and her shining golden hair being her only adornments. Miss Sunbeam looked "as fresh as a daisy," but, to tell the truth, though her soul was jubilant, her body was stiff and sore, for she had worked during the preceding week harder than she had ever worked before. But when the children came and Miss Sunbeam saw the surprise and delight in their faces, she counted her time well spent. Full of unselfish joy she beamed on her "babies" and won their hearts at once. Of course they called her "Miss Sunbeam." Had she not transformed their dingy room into a veritable abode of light? Perhaps the children thmselves did not think the matter out very definitely, but the mothers who came with them did.

"It's just beautiful," said one mother. "Now if you only had a piano to help you with the music, it would be perfect!"

"That's the very next thing I'm planning to do," said Miss Sunbeam. "Will you help me?"

"Willingly!" was the immediate reply. "And I'll tell every mother I know. We'll start a subscription at once."

Before Christmas the piano stood in the corner of the kindergarten, several good pictures adorned the walls, and the window sills were filled with neat boxes in which grew ferns, begonis, and such foliage plants as would grow best in sunless window. A bowl of paper-white narcisus stood upon Miss Sunbeam's table and red and green chains looped the play corner. Snow covered the bricks outside, but all within was light and warmth and cheer.

So it was that a real "Sunbeam" came to stay in the Dey Street Kindergarten, and nothing seemed able to withstand her radiant influence. The "powers" even came into line and paid the bill for the painting and other improvements; even the grim retaining wall contributed its share, for in a couple of years it bore a creeping vine, planted by Miss Sunbeam, which in its gorgeous coloring, gave back in full measure the light which the wall had stolen.

Thus is was that Miss Sunbeam made blessings out of her trials, thus it was that she "made her own sunshine."

TO SHARPEN SCISSORS

Close the scissors on the neck of a bottle, exactly as if you were trying to cut the bottle. Move them so the entire length of the blade will be rubbed up and down on the bottle.—*Selected.*

The Houston, (Texas) Chronicle states that the nitrate of silver cure has been tried on 162 school boys of that city. While it is not considered a cure in all cases, yet it is well worth trying. All that can be done for such boys, is to put him in such condition that the indulgence of bad habits will for a time cause discomfiture. The nitrate of silver cure solution is administered by the school physician, applied to the boy's tongue, which renders smoking very disagreeable, and 82 out of the 162 of the boys gave up the habit.

EASTER

Dr. Mary E. Law, Toledo, Ohio

Easter is one of the most spiritual and significant of all the memorable occasions celebrated in the kindergarten. The first thing a kindergartner must do is to divest herself of all religious prejudices or presumptions. She must take a broad view of the time and the season and give a spiritual but not a religious interpretation of the event. It is a season dedicated to the resurrection of life, a spiritual, invisible awakening of a great natural force.

The prudent teacher has already brought the fall cocoons into the room and told the children of the caterpillars who wove them and of the moths and butterflies into which they are to be transformed. Under the proper conditions the cocoons will generally open at this time and the children see the miracle or new birth, or change that will leave an indellible impression upon childish minds. Bulbs that have been planted in dry sand burst into bloom and little gardens which have been planted on net cotton or blotting paper or in tiny pots or egg shells show the power and beauty of unfolding life.

The great law of transformation is made manifest and the orderly sequence of all the life possesses shown.

The Easter lily was selected by Froebel as a symbol of the kindergarten on account of its perfection, purity, beauty and power of self-perpetuation, that is, the lily contains within itself all the parts necessary for reproduction, pistil, ouvles, stamens and pollinated stamens. The children should examine the beautiful flowers and have the parts pointed out to them without dissecting or destroying the blossom. The picture of the lily should be sewed, drawn or painted.

The fertilized egg is also used as a symbol of life. Under unusual and happy conditions the egg might be artificially hatched.

There are any number of suitable songs and games, the "Butterflies," "Caterpillar," "The Tulips," "The Little Flowers Come from the Ground at Easter Time." Van Dyke's story of the lily might be told.

FORMULA FOR FUMIGATING A SCHOOL HOUSE

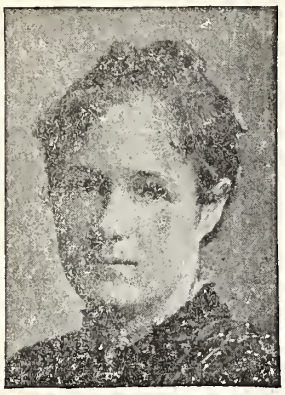
Potassium Permanganate—4 ounces,

Formaldehide—16 ounces.

Place in a large pan or on a sheet of tin also place small pan on bricks. Close all windows and doors, close all cracks with clothes as corking, place the pot of permanganate in the smaller dish and pour the liquid on same, and get out at once; allow room to be closed for 12 hours, then open and allow to air. This gas must not be inhaled more than is absolutely necessary.—*H. L. Searle, in Brush and Pail.*

The Wise Old Owl.

A wise old owl lived in an oak,
The more he saw the less he spoke.
The less he spoke, the more he heard.
Why can't we all be like that bird?



THE COMMITTEE OF THE WHOLE

CONDUCTED BY BERTHA JOHNSTON

THIS COMMITTEE OF THE WHOLE, of which all Subscribers to the Kindergarten-Primary Magazine are members, will consider those various problems which meet the practicing Kindergartner—problems relating to the School-room proper, Ventilation, Heating, and the like; the Aesthetics of School-room Decoration; Problems of the Physical Welfare of the Child, including the Normal, the Defective, and the Precocious; questions suggested by the use of Kindergarten Material, the Gifts, Occupations, Games, Toys, Pets; Mothers-meetings; School Government; Child Psychology; the relation of Home to School and the Kindergarten to the Grades; and problems regarding the Moral Development of the Child and their relation to Froebel's Philosophy and Methods All questions will be welcomed and also any suggestions of ways in which Kindergartners have successfully met the problems incidental to kindergarten and primary practice. All replies to queries will be made through this department, and not by correspondence.

Address all inquiries to

MISS BERTHA JOHNSTON, EDITOR,
389 CLINTON ST., BROOKLYN, N. Y.

TO THE EDITOR OF THE COMMITTEE OF THE WHOLE:

I once heard the story of "Raggylug," told in kindergarten and would like to know where to find it. Please give author and publisher.

S. T.

"Raggylug," the story of the little disobedient rabbit, is found in Ernest Thompson Seton's "Wild Animals I have Known." (Scribner's.) In "How to Tell Stories to Children" Sara Cone Bryant has admirably abridged and adopted it to the purposes of the story-teller. Published by Haughton, Mifflin Co.

TO THE EDITOR OF THE COMMITTEE OF THE WHOLE:

What colors are to be recommended for the walls of a kindergarten room? Should they be bright in color to please the taste of the children?

INQUIRER.

The most suitable color and tone for any room depends largely upon the exposure and upon its use. A room in which children are to work and play should be cheerful in its influence, but not exciting. Reposeful but not dull. Rooms with a northern exposure should have warm color schemes, to offset the cold quality of the light, while those with a sunny exposure require the cooler tints, or shades. Buff, orange and yellow are suitable for dark rooms. The color of the walls should be such as will form a good background for the pictures and casts which every kindergarten and schoolroom should acquire little by little. When visiting other kindergartens one should remember to observe, not only the methods of the teacher, but also the decoration and other accessories and thus educate one's taste and intelligence.

TO THE EDITOR OF THE COMMITTEE OF THE WHOLE:

Please let me know what are some of the stories and music for the kindergarten which have been recorded by the phonograph. Are there any besides those mentioned in your December number? Where can they be obtained?

INSTITUTION.

"The Little Half-Chick" and "Epaminondas and his Auntie," recited by Miss Wanda Hilborn; "The Three Little Pigs" and "Chicken Little," recited by Miss Georgene Faulkner; and "The Toyman's Shop" and "The Story of Busy Mary" related by Miss May Murray, may be obtained of the Columbia Graphophone Co., the Educational Department being in the Woolworth Building, N. Y. For music lists send to them for their catalogue of "Schoolroom Music." The Victor Talking Machine Co. also have records of "The Three Bears," "Wolf, Wolf" and "Wind and Sun."

TO THE EDITOR OF THE COMMITTEE OF THE WHOLE:

I would like to call attention through your columns to a little forty-page booklet compiled by Mrs. Ruth Ferriss Russell, being "A List of Selected Books prepared for the teachers of the elementary grades of the Brooklyn Sunday School Union, also for the mothers' associations and the home circle."

R. F.

We are pleased to note this convenient, full, well-selected little compilation, which will be further reviewed in our Book Notes.

TO THE EDITOR OF THE COMMITTEE OF THE WHOLE:

The children in my kindergarten come from very well-to-do homes, where one might expect that the environment would be all that could be desired, yet at times the little boys will use language most discreditable to the home—oaths and the like, and I do not know how to correct the difficulty as any criticism brings the response that "father does it."

What would you suggest should be done?

ANXIOUS.

The teacher in a private school frequently meets with problems like the above named and which require most delicate handling. Unfortunately, parents are too often prone to regard that as "cute" in little children which done by older children would meet with sure punishment. Again, the parent will say things in a hurry or a passion which he would not for the world, hear his little one repeat. Then there are the uncultured noveau-riche parents, who use words quite unaware that they are not included in the vocabulary of the self-controlled and the cultured. And there are, besides, our Teutonic friends, who use

the word "Gott" in their general conversation with no intention of being irreverent and quite as unconsciously as others use the words "O dear!" which are a modification of "Dieu," "God." While seeking a remedy for a trouble we must be sure we have diagnozed the case aright.

Nothing must be said to lessen the child's natural respect for his own parents, nor to arouse his obstinacy, or stimulate his feeling that in using such language he is acting like a big man. A story is useful for conveying a lesson in an impersonal way, The story of Sir Issac Newton and his self-control when his little dog Diamond upset a light and destroyed the papers containing the work of years, is an excellent lesson in self-control in language. An illustration of power under control is that of steam in the locomotive. Tell the story of the boy and the echo. Father's use of such words may be excused to the child on the score of business worries and harassed nerves, and at a mother's meeting it might easily be possible to make slang, and the good and bad use of language the topic for discussion.

In choosing leaders for the march and helpers generally, select those who use only clean language.

TO THE EDITOR OF THE COMMITTEE OF THE WHOLE:

Teachers of the higher grammar grades frequently find difficulty in persuading parents to keep their children in school. We send an extract from a circular which may help them to convince parents of the value of continued school attendance. It is addressed by President Churchill and City Superintendent Maxwell of the New York City public schools, to the public school principles and says:

"Owing to the European war, and, perhaps to other conditions, tens of thousands of men and women are out of employment in this city. The principles and teachers can render great social service to the community at the present time.

"This service is to warn pupils and their parents that, under existing conditions, there is little likelihood that children who are eligible, under the law, to go to work can obtain situations. The evidence collected by the Educational Alliance Employment Bureau and the Child Labor Committee and various settlements and other neighborhood centres throughout the city indicates that, for months to come, it will probably be futile for children to seek work. Immediately before or immediately after promotion in February large numbers of boys and girls will, it is feared, leave school to search for work because of poverty at home.

There is practically no chance of their succeeding. The labor market is glutted. Children who seek work will only be disheartened and demoralized, while they will lose golden opportunities for educational training. Moreover, the boys and girls who start out early in February to get employment are almost certain to return to school in two or three weeks, just as the work of the school is getting under way. Their return will cause distraction and confusion in the endeavor to reorganize classes to accommodate them. Again, the evidence of the past shows that, once a child has received its school record for employment, it is almost always too late to keep that child regularly in school. Indeed, it has been found that even the mere suggestion of going to work often operates like an epidemic, going through large bodies of children who imitate one another."

Apropos of the relation between physical defects and mental and moral deficiency the following testimony is of great interest:

In "Chapters from a Possible Autobiography,"* Former President Roosevelt said: "Quite unknown to myself, I was, while a boy, under a hopeless disadvantage in studying nature. I was very near sighted, so that the only things I could study were those I ran against or stumbled over. When I was about thirteen I was allowed to take lessons in taxidermy. It was this summer that I got my first gun, and it puzzled me to find that my companions seemed to see things to shoot at, which I could not see at all. One day they read aloud an advertisement in large letters on a distant bill board, and I then realized that something was the matter, for not only was I unable to read the sign, but I could not even see the letters.

"I spoke of this to my father, and soon afterwards got my first pair of glasses, which literally opened an entirely new world to me. I had no idea how beautiful the world was until I got those spectacles. I had been a clumsy and awkward little boy and while much of my clumsiness and awkwardness was doubtless due to general characteristics, a great deal of it was due to the fact that I could not see, and yet was wholly ignorant that I was not seeing.

"The recollection of this experience gives me a keen sympathy with those who are trying in our public schools and elsewhere, to renew the physical cause of deficiency in children, who are often unjustly blamed for being obstinate or unambitious, or mentally stupid."

With the opening of spring nature study should receive added attention, and it has been said that the kindergartner must have love for the things in nature herself before she can successfully tell nature stories.

You must have the bird in your heart before you can find him in the bush. If the teacher does not understand this big out-of-doors and the inhabitants thereof, my advice would be to get acquainted with both through John Burroughs, Thoreau, or other naturalists," says Annie Garner Thorton, "and, my word for it, the flowers and trees, the birds and waters will tell her stories, beautiful and true, which she may bring back to tell to the little children."

KINDERGARTNERS should cultivate the attitude that they expect to do things just as well where they are as any one can do anywhere. Don't figure that your work will long be second best.

HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

DEAR RURAL TEACHER.—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children, and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

MARCH, 1915

"Bold March! wild March!
Oh! you saucy fellow!
Even though your voice is rough,
We know your heart is mellow.
Hush! You'll wake the children up,
They are sweetly sleeping,
Daffodill and buttercup
Still are silence keeping.
Sing, then, low, softly blow,
Whisper sweetly, softly so."

MARCH

What is the name of the new month? To what season does it belong? It is the first spring month. What are the other two spring months? When does spring really begin? How many days in March? What is March called? (the windy month.) The wind should be one of the topics of study during the month. From which direction do we have cold winds? Warm winds?

Contrast the wild boisterous winds with the mild gentle winds. Give some of the benefits of the wind, also some of the disadvantages of strong winds.

Give some experiments to show that air is necessary to light and heat.

In connection with the study of winds, teach the children the poem "The Wind" by Robert Louis Stevenson. It would be well to give something of the life of the author.

JOLLY MARCH

Of all the months, of all the year,
I like old March the best;
He's such a jolly gentleman—
He takes no time to rest.

He puffs and blows, and takes my kite,
And carries it up high,
Until it seems a tiny bird,
Far in the deep blue sky.

'Tis true he sometimes takes my hat,
And tosses it away;
But I don't care a fig for that—
'Tis only done in play.

—Selected.

PAPER CUTTING AND COLOR WORK

"Robbins in the tree tops,
Blossoms in the grass,
Green things growing
Everywhere you pass."

Teach the children the above poem for the outline of preparation for a March poster.

Give each child a sheet of drawing paper 9x12 inches. Give them instructions as to drawing the sky line. Color the sky a very light blue, and the grass light green. Cut trees and branches of shrubs of brown paper, also birds flying, and at rest. Mount in appropriate places. Put touches of green on the trees to show the leaves just starting. The work of the wind will furnish suggestions for many lessons in cutting—clothes on the line, boys flying kites, pin wheels, Dutch wind mills and canal boats, and sail boats. Weather-vanes may be cut of black and mounted on gray or white paper. The Dutch wind mills should be cut of blue and mounted on white.

Spring playthings such as tops, marbles, hoops, kites and balls may be cut of black or brown and mounted on white or light yellow.

On St. Patrick's Day, the shamrock will be a good lesson in cutting. They may be worn or mounted upon white cards. In connection with this work tell them the story of the good St. Patrick.

Farm implements used in the spring, hoe, rake, spade, plow, wagon and wheelbarrow may be cut. A farm scene may be represented showing the farmer plowing, and children with hoes, rakes, etc., about to begin work.

MARCH CALENDAR

Do not neglect the calendar as the month of March presents so many suggestions for decorations.

The Dutch wind mill, colored blue, may be used also pussy willows, the chicken in half shell, the shamrock, also the picture page of rabbits in the "Kindergarten Primary Magazine" of March, 1914.

PICTURE STUDY

Aurora—Guido Reni.

Guido Reni was an Italian, the son of a musician. He was taught from earliest childhood to love the beautiful in music and art. He was so pleasant, courteous, and kind, it is said you can almost feel these qualities in his pictures.

The Aurora is his masterpiece, and ranks among the best paintings of the world.

The original is a fresco on the ceiling of a palace in Rome. The hours hand-in-hand dance about the car of Phoebus, the God of Day.

Aurora, the Goddess of morning, brings light and gladness to all. The roses falling from her hands are showers of blessings which spring brings to the earth.

Outline for story:

Phoebus, God of Day; the myth in reference to his journey across the heavens.

Aurora, Goddess of Morning, leading the way.

The Cherub with the flaming torch represents the morning star.

Notice the prancing horses in haste to complete the journey, and the dancing hours around thec ar.

The showers of blessings brought.

NUMBER WORK

Let the work in numbers during the month be entirely upon the suggestive topics for the month.

Boys enjoy marbles, and make use of these in number work. Have them count them. Then make practical problems as John has five marbles and James gives him three more. How many will be have? Charles has ten marbles and gives Henry one-half of them. How many will he have left.

Make cards with pictures of young ducks, chickens, lambs, kites, hoes, rakes, balls, rabbits, chicken coops and many others.

Use these in the number work.

If a card has pictures of five chickens, allow them to count them. Then make problems similar to this. If two of the chickens wandered away, how many were left (cover up the lost ones.) If only one came back, how many then, etc.

DILIGENCE

The progress of a child at school depends less upon exceptional gifts of genius than on diligent application.

When genius and diligence concur we have the highest perfection of intellectul development.

Genius is rare and beyond the power of acquisition, but diligence is a habit which every child can acquire.

It is the duty of every teacher to seek to cultivate it to the utmost of his power. More people are handicapped in later life from lack of application, rather than from lack of knowledge.

A child in school should be always at work or at play. Some children are fitful in their powers of application, and this is fatal to real progress in any line of work. The only remedy is to insist on the performance of a certain measure of work regularly every day.

PRIZE ESSAY

Thru the generosity of a resident of California, and in connection with the Panama-Pacific International Exposition, the National Education Assocition is able to offer a prize of one thousand dollars for the best essay on "The Essential Place of Religion in Education, with an Outline of a Plan for Introducing Religious Teaching into the Public Schools."

Religion is to be defined in a way not to run counter to the Creeds of Protestant, Roman Catholic, or Jew. The essential points to be observed are "A Heavenly Father, who holds nature and man alike in the hollow of His hand"; the commandment of Hillel and Jesus of Nazareth, "Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and thy neighbor as thyself"; the high ethical teachings and spirit of service and sacrifice indicated in the Sermon on the Mount.

Notice of intention to file an essay must be given the Secretary of the Association by April 1, 1915. Essays will be limited to ten thousand words and must be in the possession of the Secretary by June 1, 1915. Six typewritten copies must be furnished in order that the preliminary reading may be done independently.

The right is reserved by the Association to publish not only the prize essay, but any others which may be submitted in competition, copyright privileges to be vested in the association for all such.

NATIONAL EDUCATIONAL ASSOCIATION,
By D. W. Springer, Secretary.
Ann Arbor, Michigan.

The Twelfth Annual Convention of the Religious Education Association will be held at Buffalo, New York, March 3rd to 7th, 1915. The thirty different meetings of the convention will focus attention on the topic of "The Rights of the Child." There will be about one hundred papers and addresses discussing the place of the child in the family, the churches, the state, the schools and the civic life, and the plans for properly fitting the child for the needs of modern life.

The speakers include leading representatives of practically all the different religious communions and of the different types of schools and colleges.

Some of the foreign speakers who will participate are: Bishop Charles D. Williams, Bishop F. J. McConnell, President John T. Finley, Mrs. Anna Garlin Spencer, Dr. Walter Rauschenbusch, Charles T. Stelzle, Hon. Philander P. Claxton, Rabbi Abram Simon, Mrs. Ella Lyman Cabot, Graham Taylor, Pres. Charles F. Thwing.

Preliminary programs are ready and may be obtained on request to the office of the Religious Education Association, 332 South Michigan Avenue, Chicago, Ill.

The kindergarten teaches the children cleanliness, punctuality, and regularity of attendance.

It develops the oral expression of the child, which enables him to express himself more freely when he reaches 1A than the child who is admitted from the street.

The kindergarten establishes a sympathetic bond between teacher and pupil which makes the child already familiar with school life.—*Mary T. Johnson..*

Education and culture should lift us above the meaner things. The most ordinary uneducated, uncultured individual can show bad temper, act boorish and say mean, cutting things.—*Teacher's Journal.*

Essential things are not useful because they are interesting. They must be made interesting because they are useful.—*A. Duncan Yocum.*

Briggs—We are coming around to see you this evening.

Griggs—That's right; but do me a favor. Don't let your wife wear her new fall suit; I don't want my wife to see it just now.

Briggs—Why, that's just why we are coming.

NEW GAMES, PLAYS AND PIECES FOR LITTLE PEOPLE

WRITTEN FOR THE KINDERGARTEN PRIMARY MAGAZINE

MARCH GAME

(BOOK RIGHTS RESERVED.

LAURA ROUNTREE SMITH

The children choose the March Wind.

He goes inside the of a circle.

The children sit in chairs in a circle.

The March Wind points to children and names them either ships, trees, or kites.

They all sing:

The March Winds are blowing,
The March Winds are blowing,
The March Winds are blowing,
The wind—mills turn round.

The March Wind now runs round the circle, saying,

"The March Winds blow the ships at sea,
Come dear children follow me."

The children who were named "ships" must rise, and follow the March Wind. The song is repeated, and these children are seated, and the March Wind says,

"The March Wind is stirring every tree,
Come dear children follow me."

The children who were named "trees" rise and follow the March Wind. The song is repeated and the Wind says,

"The March Wind blows kites for you and me,
Come, dear children, follow me."

The game continues as before until the March Wind says,

"The March Wind turns the *wind-mills* round,
With a pleasant, whirring sound!"

The children then all run into the center of the circle and back to their seats whirling round and the March Wind tries to get a seat. The child who fails to find a seat must be the new March Wind.

The game continues as before.

When the children imitate ships, they wave their arms up and down.

When they imitate trees, they sway their whole bodies to and fro. When they imitate kites they wave right hand high over head.

TEN LITTLE RABBITS

Ten little rabbits ran out one day, (extend arms)
Far out across the snow in play, (move fingers)

Ten little rabbits left tracks in the snow,
We can count them all before we go, (count fingers out loud.)

Ten little rabbits said, "Hush, don't you hear
That the old gray fox is drawing near?" (hand to ear.)

Ten little rabbits without a sound,
Crouched down low upon the ground, (bend down.)

Ten little rabbits ran on with a cry, (extend arms.)
For the old gray fox had passed them by! (move fingers.)

They ran o'er the hills 'till night 'tis said (wave arms.)
When their old mother tucked them up all in bed.

Swinging their cradles, she sang "Lullaby, (swing arms)
Lullaby, the gray fox is passing by!"

SPRING GREETINGS

CLAUDIA MAY FERRIN, Boston, Mass.

"Peep, peep!" said the snowdrop. "How early you seem,—
I'm sure you have finished a very strange dream!
Your petals are blue as the sky, and your face
Is pale as the moon when the sun is in chase."

"Indeed!" came the answer. "Your words make me laugh.
Your name seems to chill you—good cheer, or be off!
You say I am blue? 'Tis a violet's way,
I'm pleased as can be, and I hope I may stay."

KITTIE ME-OOW

REBECCA STRUTTON, 1025 8th St., San Diego, Calif.

With a frock of soft gray
And a vest of pure white,
With a tail long and graceful,
A step soft and light,
Your eyes seem as mellow
As if brushed by dew,
Oh, you are a darling!
My Kittie Me-oow.

To show that you love me,
You give a light tap
On my hand, when you beg
For a place on my lap.
But we are just pals
And our love is true blue,
I'm my Daddy's "wee maid"—
You're my Kittie Me-oow.

PUSSY WILLOW

Pussy Willow, Pussy Willow,
Growing by the stream,
Pussy Willow, Pussy Willow,
Had a funny dream,
Pussy dreamed that she could purr
Like a real cat dressed in fur!

THAT WOOLLY DOG

Rebecca Strutton, 1025 8th St., San Diego, Calif.

Got an awful woolly doggie,
Oh, say can you tell me how,
I'm to know the end that wiggles,
From the end that says "bow wow?"

Sometimes my woolly doggie
Runs ahead and sometimes back,
Rolls and turns and falls all over—
Queerest doggie!—name is Jack.

Sometimes I think I see some eyes—
Most always out of sight,
Guess I'll never know his head from tail
Unless he tries to bite.

If my little woolly doggie,
Dies and up to heaven goes,
Will the angels know one end
From the other—do you 'spose?

GOOD NIGHT GAME.

(Book Rights Reserved.)

Laura Rountree Smith

The children are seated. They all sing, after having chosen North Wind, who goes out of the room.

"Who's afraid to go to bed,
All alone at night?
Who's afraid to go to bed,
By dim candle-light?"

Any child may run up and stand in front of the children and say,

"I am not afraid at night,
I'll go to bed by candle-light!"

Enter North Wind. He runs up and down crying, "Oooooo." He tries to tag the child who went up in front of the rest before he can return to his seat. If the child is caught he becomes the North Wind, if he is not caught the game begins as before and another child goes up in front saying,

"I am not afraid at night,
I'll go to bed by candle-light!"

While North Wind is trying to tag the child the children may nod their heads and sing to the same melody,

"Close your eyes and go to sleep,
Play you're safe in bed,
Close your eyes and do not peep,
That's what North Wind said!"

At any time the teacher may say, "You may clap the North Wind out."

The children then rise, clap hands and sing to the same melody,

"Clap the hands so merrily,
Turn you round about,
Clap the hands so merrily,
Clap the North Wind out."

So the game may end

This game is to help children overcome all fear of going to bed alone.

FROGGIE MERRY

Claudia May Ferrin, Boston, Mass.

The sun had sent him urgent word
To leave his secret cave and sing,
Though not a bee nor bug nor bird
Had ventured near with notes of spring;
No twigs were green,—'twas far too soon
To croak his "Croaky-croaky" tune.

The sand was warm beneath his toes,
The water gleamed as crystal bright;
He blinked a moment, scratched his nose,
And peered about with keen delight.
Indeed, a song would do him good!
So "Croaky-croaky" was his mood.

But one gray morning froggie found
A drift of snow had closed his door;
The winds that swept the forest 'round
Must rule, he knew, a month or more.
Yet he was snug—and jolly, too,
So "Croaky-croaky!"—all day through.

GAME OF THE GROCERY STORE

One child goes in front of the rest and says,

"Look in the window, what do you see?
Down in the grocery store?
I see sugar and salt and tea,
Perhaps you can see something more."

He pauses before any child and this child must at once say something more he can see through the window, or take the place of the first child.

The game may continue as long as desired and the children hold their hands up to their faces, fingers and thumb touching to form the window they look through.

They may play they look through any window they like.

Looking through a florist's window will help them name flowers rapidly, etc.

When a bit of sunshine hits ye,
After passing of a cloud,
When a fit of laughter gits ye
An' ye'r spine is feelin' proud,
Don't fergit to up and fling it
At a soul that's feelin' blue,
For the minit that ye sling it
It's a boomerang to you.

Captain Jack Crawford

GEMS FOR MEMORIZING

What do we plant when we plant the tree?
A thousand things that we daily see.
We plant the spire that out-towers the crag,
We plant the staff for our country's flag,
We plant the shade from the hot sun free.
We plant all these things when we plant the tree. —*Henry Abbey.*

God will His blessing send—
All things on him depend.
His loving care
Clings to each leaf and flower
Like ivy to its tower.
His presence and His power
Are everywhere.
—*Samuel F. Smith.*

The winter's shroud was rent apart—
The sun burst forth in glee,
And when that bluebird sung, my heart
Hopped out o' bed with me!
—*James Whitcomb Riley.*

Jest rain and snow! and rain again!
And dribble! drip and blow!
Then snow! and thaw! and slush! and then—
Some more rain and snow!

Plant in the springtime the beautiful trees,
So that in future each soft summer breeze,
Whispering through tree-tops may call to our mind,
Days of our childhood then left far behind.—*Anon.*

O, winds of March, as you come and go,
What do you *do*, except to blow?

We melt the snow, we start the rain,
Then we bring the cold all back again.

But in the end, what do we *do?*
Why, we bring the spring and the flowers to you!

The happy children cry, with laughter and shout,
"Spring is coming, coming! Pussy Willow's out!"
—*Selected.*

THE BEST YOU HAVE

Give love, and love to your life will flow,
A strength in your utmost need;
Have faith and a score of hearts will show
Their faith in your word and deed.
For life is the mirror of king and slave,
'Tis just what we are and do;
Then give to the world the best you have,
And the best will come back to you.
—*Selected...*

KINDERGARTEN APPRECIATION

SOME TESTIMONIALS FROM NEW YORK PRIMARY TEACHERS RELATIVE TO THE VALUE OF KINDERGARTEN TRAINING

Children coming from kindergarten have more general knowledge and a better foundation for the work of 1A.

They are much cleaner. Their attendance and punctuality are better.

There is a closer bond between children from kindergarten and school, as kindergarten teachers have a chance to visit parents and get them interested in school.

Kindergarten children are more alert, self-reliant. Their expression is better, also their manual work, They are more courteous and have more regard for the rights of others.

They are happier, as they have been taught to play properly and to get enjoyment out of their work.—*B. F. Nichols.*

The kindergarten children seem to me to be more satisfactory than those coming directly from the street.

They are better trained and have a larger vocabulary. They have a broader field for thought. The manual work is better. They have been trained in habits of cleanliness. There seems to be more sympathy between home and school, due to the mothers' meetings and the visits of the kindergarten teacher to the homes.—*S. Levin.*

The kindergarten children are very much easier to manage in the grades.

They have a larger vocabulary.

They are more intelligent than children from the streets because they have more knowledge of things outside the home and so a broader field of thought.

They have been given a great deal of memory and sense training.

Clean habits are inculcated.

The kindergarten establishes a strong bond between the home and school.—*M. Gilmartin.*

The kindergarten children are superior to those admitted from the homes of the poor.

1. They are prompt in attendance.
2. They are punctual.
3. They are clean in dress.
4. They are interested in the work about them (basis for all study.)
5. They have foundation in sense training.
6. They know many forms of knowledge.
7. Co-ordination of eye and hand has been begun.

—*M. E. Berkan.*

ANIMAL BOOKLET

Miss Olive Wills

With us animal study has usually been a little trying, because of the difficulty in having the live animals in the school room; we might if the teachers were particularly persevering have a dog, a cat, or perhaps even a rabbit, but there the subject would drop and more often than not it proved too unpopular a subject to even mention. Then we thought of the animal A. B. C. book and with this got many pleasing results. Both pupils and teachers were on the alert to find good pictures of animals to bring pets and sometimes to bring a really good toy animal, to draw, to cut all kinds. When presenting the subject to the children mention C is for cow and all hands will be eagerly waving, C is for cat, D is for dog, donkey, deer, and thus they drift on from the domestic animals and suggest many wild animals both of their own and of foreign countries. Here the teacher may give many interesting lessons on animal life. Their habits, their life, their homes and of what countries. Then of their form and color.

Some rooms made their books of drawings but generally we have better success, in the first three grades, with free hand cuttings.

When we had our animal collection finished the question of mounting arose, each room doing its booklet as it chose. Some were mounted on dark brown paper, others on black, usually 9x12 inches in size. Only the best in the room were selected, sometimes six or eight A's or B's and soon nearly all could get in on at least one of the alphabets.

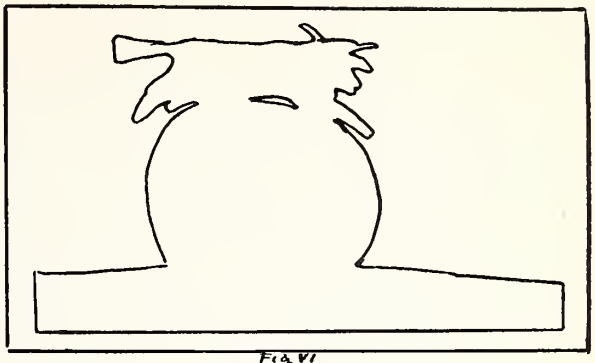


Fig VI

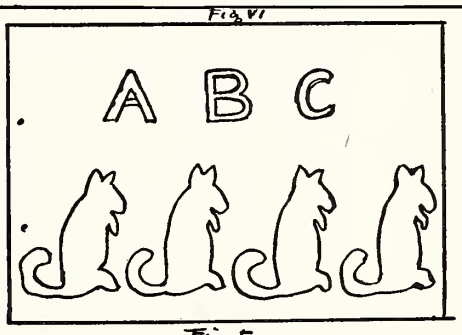


Fig E

The covers were finished in various ways—one had the letters A. B. C. cut of white paper, plain block letters and mounted on the cover, another had a

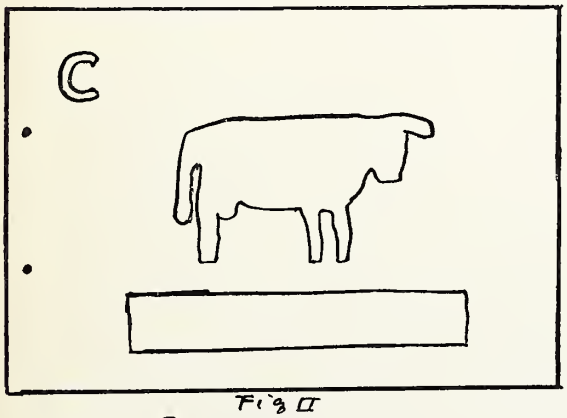


Fig D

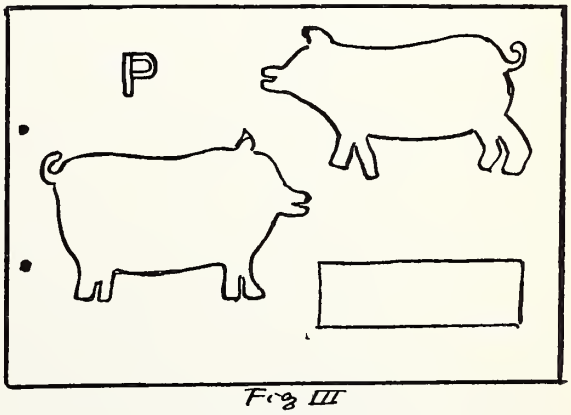


Fig III

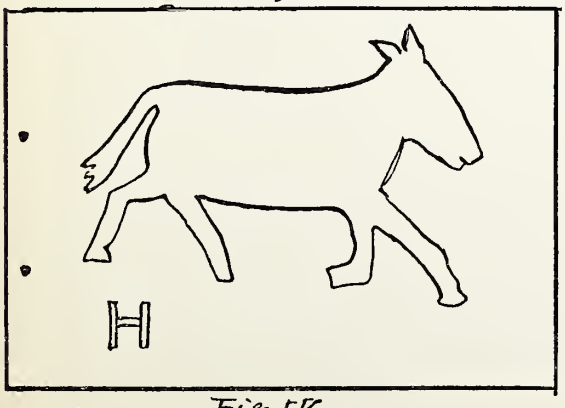


Fig IV

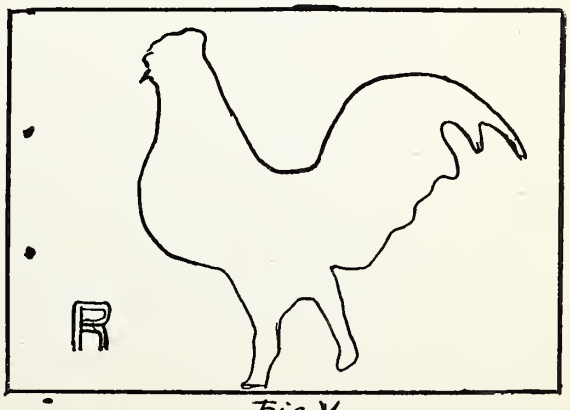


Fig V

border of squirrels repeated across the bottom, still others only two figures to form a balanced decorative center unit. The whole was tied with raffia or cord.

Another interesting problem in our bookmaking was the rhymes for the letters or animals. Some were found in their books, all hunting with interest. Others were evolved by the teacher and a few were the original productions of the children. Their lines were sometimes on a white writing paper tied in opposite to the cuttings—ohers were written on slips of paper and pasted below the animals. Those done in drawings or rather with colored crayons had the rhymes written or printed on the same sheets. During this study the work might be varied with a story of some animal, as "The Cow Jumped Over the Moon." Fig. VI. "The Three Bears" or "The Fox and the Cat."

Fig. I is a cover and Figs. II, V. four pages from one of the books.

Below are a few of the rhymes:

C is for cow so gentle and shy,
Who gives rich milk for apple pie.

R is for rooster who feels so proud;
He is up in the morning and crows very loud.

F stands for fox very cunning and sly;
He catches the chickens when no one is nigh.

H is for horse which is quite able
To work very hard and lives in a stable.

A PAPER-CUTTING "MAGIC"

I brought some newspapers to school (penny ones, without distracting large print or pictures), and cut them up quickly into squares with a penknife, while the children watched and speculated. I had also some brown packing-paper—fairly smooth—in which some school materials had been sent. I cut that also into convenient pieces, a little larger than the newspaper squares.

The children each fetched one or two of the latter and their scissors from the scissor-box.

I said, "Watch me, and I'll show you a cutting-out magic. . . . . See, I am folding my square into two, corner on corner."

"That makes a three-corner, like our baby's shawl," said a little girl.

"And then I fold it over again—so." I waited until the children had got as far with their own squares.

"Let me help you, Nelly," said Jenny. "You've got it wrong. Look, that's the way."

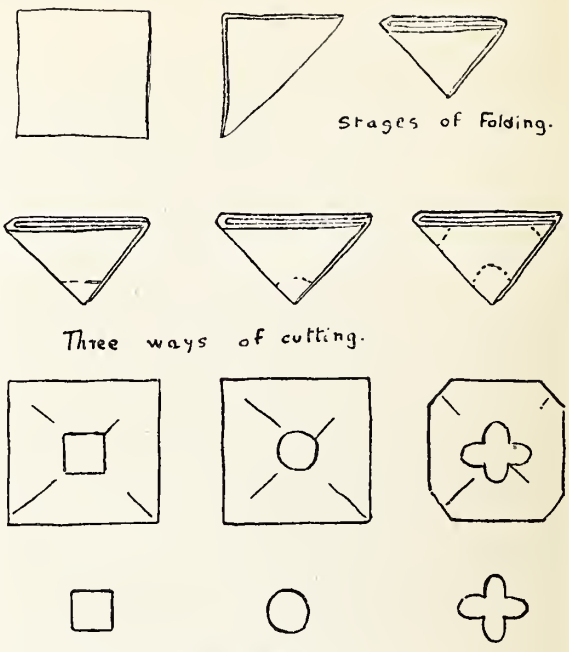
"Then," I said, "you cut it straight across the little folded corner. . . . so. And then comes the magic." I opened out my square, and lo and behold there was a little square in the middle.

The children shrieked with delight.

"Now I'm going to do it," they all cried.

"Oh! Oh! Look, a little square in the middle!" flattened it with a heavy hand upon the table.

"I've found another square," she remarked with solemn pleasure.



All the others found theirs too.

"Would you like to stick them both on a piece of brown paper," I inquired.

"Why, how nice!"

"Shall we come and get some?"

"Shall I get out the paste; here's some old bits of newspaper to stand the pots on," said Jenny.

"We'll use these two tables for pasting," said Dicky, helping to arrange things. "We must put some newspapers on first."

They cut out the two other patterns sketched, and compared the "insets" with the spaces they had once filled.

Then inventive minds suggested other forms, and we had a variety such as anyone may discover who has a few squares of paper, some scissors, and a little ingenuity. Some were merely curious, notched, or spotty, some were quite beautiful with curved outlines, the four-leaved clover and the Maltese cross being two of the prettiest and simplest; these were obtained by folding the paper yet again before cutting. Any that I approved—and of course I took into consideration the age and ability of the children when approving or condemning—were stuck on the pieces of brown paper, and either kept at school or taken home. Most of them found time to colour the patterns with their chalks, adding thereby to their beauty and interest.

(From "Sense-Plays and Number-Plays, for the School and Nursery." By F, Ashford, B. Sc. Published by Houghton, Mifflin & Co., Boston, New York and Chicago. Price, $0.65)

The latest Boston story is about a small child who fell out of a window. A kindhearted lady came hurrying up with the anxious question, "Dear, dear! How did you fall?"

The child looked up at the questioner and replied, in a voice choked with sobs, "Vertically, ma'am."



STUDY OF A PICTURE VII

MARY E. COTTING.

What is happening here? Why is little Anna here? To feed the ducks? If those are small ducks why is Mrs. Cluck-Cluck calling them? She has chickens for children and Mrs. Duck has ducklings. I must tell you about it. Anne's mother had some fine duck-eggs, and she wanted some ducklings. She had no mother duck to sit upon the eggs until ducklings should be hatched; so she did what is very often done,—she put those duck eggs under her good old hen Mrs. Cluck-Cluck, who could be trusted to keep the eggs warm, to turn them just when she ought and in four weeks have a nice family of ducklings. Mrs. Cluck-Cluck didn't know the difference between these eggs and those of a hen; she took the best of care of them and when the soft, little things came out of the shell they seemed to her to be very beautiful. After a while as she tried to teach them to scratch for food they wouldn't scratch a all. They were good little things and always came to her when she called so she didn't know what to do about teaching them to scratch. At last, one day, the ducklings were talking to one another and Mrs. Cluck-Cluck thought it didn't sound like chicken-talk, so she spoke crossly and told them to keep still. The next moment one ran after a bug, and she noticed its queer way of hurrying, also its strange looking beak as it caught the bug. She began to wonder if anything had harmed her children, and just then noticed that the rest all looked queer and had feet that certainly were not like those a chicken should have. She was very much puzzled and when night came she snuggled them under her wings, and held them in closely for she didn't want anything to happen to make them any queerer. Next morning it was so warm she called her family to follow her down to a big bush under which she intended to teach them to make holes in the earth where they could lie and be nice and cool. This bush was not far from the brook, and the moment those children of Mrs. Cluck-Cluck got a peep at the water away they waddled. The mother called and coaxed and scolded, but those ducklings didn't pay one bit of attention to her. No, indeed; down the bank they went and slipped into the water. The mother was dreadfully frightened as you can see. She cannot go into the water herself, and she didn't know how in the world she was ever to get those children out of the brook. The ducklings paddled with their little webbed feet and splashed with their wings and had the best kind of a time; they didn't even seem to notice how troubled their mother was. Now Mrs. Cluck-Cluck loves a dust-bath, but she knows nothing about one in the water, very likely she would have been drowned if Anne had not heard her scolding and came to find out what the matter was. Just as Mrs. Cluck-Cluck was about to jump into the brook,—or so Anna thought—she called, "Blackie, Blackie!" and threw to her some bits of her bread and butter. Blackie made such a cackling and flapping of her wings that Anne understood right away that the young ducks must be coaxed out of the water before their mother would leave the brookside. So down on the bank sat Anne and crumbled some bread about, coaxing the ducklings all the while. Pretty soon, as you see, they began to leave the water and it wasn't long before—by scattering crumbs along the path—Anne had coaxed them and Mrs. Cluck-Cluck back to the house-yard. Their mother never said a word to those children for she didn't understand what they had been trying to do; and when you do not understand about anything which happens you would better not be cross about it. Anne's mother after this put the ducklings in a house by themselves, and though Mrs. Cluck-Cluck tried to take care of them when they were in the yard they didn't pay any attention to her; so very soon she left them to take care of themselves, which was a very good thing. When you are large enough and know how to take care of yourself it is not right to expect mother to do things for you.

Another exercise that may be developed with Mr. A. H. Dieffenbach's picture is in semi-analysis form, and should be followed by the reproduction by the children of the story given above.

Is a brook of any use except as a swimming place for ducks? Birds enjoy bathing in the still places in it; horses and cattle love to wade and cool off and drink here; and it's a fine place in which to wash the sheep before they are sheared. Do you know of anything which lives in such a place? Small fish? Yes, and turtles under stones in mud along the bank. Can you see the flowers? What flowers have you ever found near a brook? What is way off at the back (background)? What is right in front (foreground)? Look all about and see if you can find the brook in an another part of the picture. Look up at the sky—does it tell what kind of a day it is? Yes, a sunny one; that is why the picture makes us feel pleasant and happy when we look at it.

RURAL SCHOOL IMPROVEMENT

TEACHER TRAINING FOR RURAL SCHOOLS.

At the first national conference on teacher training for rural schools in Chicago, September 24-26, called by the U. S. Commissioner of Education at the request of several of the State departments of education, the following resolutions were adopted:

Whereas, an investigation recently conducted by the National Bureau of Education discloses the fact that 32.7 per cent of the rural teachers now in service in the United States have had no professional preparation for their work; and in view of the accepted significance of rural education to our national life and as the success of all rural education depends to a large extent upon the teacher; therefore,

Be it resolved, That it is the sense of this conference that all educational institutions which can readily lend themselves to such purpose be utilized to train teachers for the rural schools:

1. Universities and colleges throughout the country where consistent with practical administration, that these services be interpreted to include the establishment of high standards of rural life and education and the actual work of training for rural leadership.

2. State and private normal schools in special departments of rural education, and in the preparation of teachers for teachers-training departments in high schools and county normals.

3. State agricultural colleges in their departments of education through the right training of men and women to teach in the secondary schools such subjects as agriculture, manual training, and home economics; that the agricultural college is also doing a proper work in this direction when it is promoting the idea of vocational education in the minds of all the people—patrons, teachers, and children; that the agricultural college should be looked to as the authoritative source of agricultural knowledge; the agricultural high schools should not only have for their highest purpose the training of young people for the farm and home and in the promotion of vocational education, but they should be expected to add much professional work for effctive teaching in the rural schools.

4. That the preparation of teachers for rural schools in county-training schools and in teacher-training classes in high schools is approved as a policy where more extensive training is not at present feasible; and it is recommended that such training high schools should not be given before the junior year and no diploma of graduation be granted before the twelfth school year is finished.

5. That the need for professionally trained teachers to take charge of training in high schools and in county normals is very keenly felt, and hence we urge upon institutions engaged in the training of teachers the necessity for their offering suitable training for such positions.

6. That we urge upon normal schools, colleges, and universities the reasonableness and justice of admitting high-school training-class graduates with rights and privileges equal to those extended to other high-school graduates.

7. That we commend the extension work, the rural school and rural life conferences, and summer sessions of our normal schools, colleges, universities, and agricultural schools as a means for the improvement of rural teachers in service, the promotion of agricultural education, and the betterment of rural life through the home, school, and church.

8. That the training of teachers for the rural schools should be such that they will be fitted to utilize the boys' and girls' home-project work as a means of motivating the industrial, social, and educational life of the school, the home, and the community.

9. That the use of the public schoolhouse as a civic center should be correlated with its use for children's instruction in both country and town. As a ready and practical means of saving public expense, and at the same time vitalizing the service of the public schools in civic education, we favor the use of all public-school buildings as centers for voting and for that orderly all-sided presentation and discussion of public questions which is the prerequisite of intelligent voting. In order that this use of the public school as the civic center of the community may be properly correlated with its use as the center for children's instruction, we recommend that, when the public schoolhouse becomes the polling place and civic forum of the community, the school principal or other responsible employee of the school board, associated with the school principal, be authorized to serve as the civic secretary of the community and made responsible for the systematic organization and direction of all of the uses of the public-school property. We further recommend that the administrative organization necessary for the systematic development of the use of the public-school buildings and grounds as civic, social, and recreation centers be incorporated with, and made a part of the work of the departments of public-school administration in city, county, and state.

10. That we extend to the United States Commissioner of Education a vote of thanks for calling this conference from which we have gained much valuable help and which we believe will prove of far-reaching influence for good; that we request the commissioner to call this conference in annual session from year to year as a clearing house for information to guide us in a nation-wide campaign now begun and which we pledge ourselves to continue through the best agencies possible until there shall be a sufficient number of properly trained teachers for the rural schools of the United States.

KANSAS CITY, MO.—"Observation and Montessori System of Education in Italy" was the subject of a lecture by Miss Netta Faris at the Grand Avenue Temple November .28 Her lecture was attended by the kindergarten teachers of the public schools.

HOW CAN WE CENSOR THE "MOVIES"?

Good work, so says Herbert H. Smith, in The Mother's Magazine for December, is being done by the National Board of Censorship, and still better work by the Chicago Board. The problem, however, is one which demands further local action. This is his suggestion:

Here is one thing that may be done in every city, especially of the Central West: Demand that no film be permitted in your town unless there is with it the permit of the Chicago board. If eliminations were ordered by this board, that fact will be stated on the permit.

No community, however can be absolutely sure of the character of films shown unless they are inspected from the standpoint of that town. This inspection, the National Board of Censorship recommends, should not be by an official body. Chicago's effective board is official. It is suggested by the national board that all theaters should be licensed; then, if the films shown do not conform to the moral standards of the town, the license may be revoked, and the situation controlled in this way. In general, motion-picture men are very ready to conform to the moral standards established by any censorship board, although, like any other business men who put money into something about which there may be a moral question raised, they do not relish the loss of profits.

THE REINDEER INDUSTRY IN ALASKA

"In twenty years the reindeer industry has made the Eskimos of Alaska civilized and thrifty men," says the United States Bureau of Education in a bulletin just issued. The reindeer industry in Alaska began in 1892 when the bureau of education imported from Siberia 171 reindeer. Object: to furnish a source of supply for food and clothing to the Eskimos. This importation was continued until 1902, and a total of 1,280 reindeer were brought from Siberia. There are now 47,266. This industy has given to the Alaskan Eskimos not only food and clothing, but a means of transportation superior to dog teams. Instead of being nomadic hunters eking out a precarious existence the Eskimos, now have assured support and opportunity to acquire wealth by the sale of meat and skins to the white men. The industry is carefully guarded. No native is permitted to sell or otherwise dispose of a female reindeer to any person other than a native of Alaska. This is done, lest white men deprive the natives of their reindeer and destroy this great native industry.

HOW TO OPEN A BOOK

Lay the book, back downward, on a table or smooth surface. Press the front cover down until it touches the table, then the back cover, holding the leaves in one hand while you open a few of the leaves at the back, then at the front, alternately pressing them down gently until you reach the center of the volume. This should be done two or three times. Never open a book violently nor bend back the covers. It is liable not only to break the back but to loosen the leaves.

THE BUNNIE'S SCARE

Bessie Adams, 430 W. Walnut St., Louisville, Ky.

Mrs. Bunny washed the breakfast dishes clean and nice. Then she sat down by the fire. She wanted to warm her toes.

She was going to market
Mr. Bunny was sitting there too.
But, oh he was so cross.
He had the toothache.
Mrs. Bunny was afraid to speak to him.
They were both a still as little mice.
Then they heard a loud noise.
It was right at their window.
Mr. Bunny forgot his toothache.
He jumped up, as quick as that, and got his gun.

Then he ran to the window to see what was the matter.

Mrs. Bunny started, but ran back.
She saw two great big boys looking in the window.

But Mr. Bunny was brave, and fired his gun right at them.

The boys just laughed at him, he was so little.

So he thought the best thing to do after that was to run away.

So off he started.

Then he looked back and told Mrs. Bunny to come on.

She jumped up quick and followed him.
And away they hopped, their ears laid back.
They were nearly scared to death.
The man who took care of the horses saw them.

He hurried up the steps to see what had made them run away.

He saw the bad boys and scared *them.*
They let go and dropped down to the ground quick.
Then the man fastened the window good and tight.

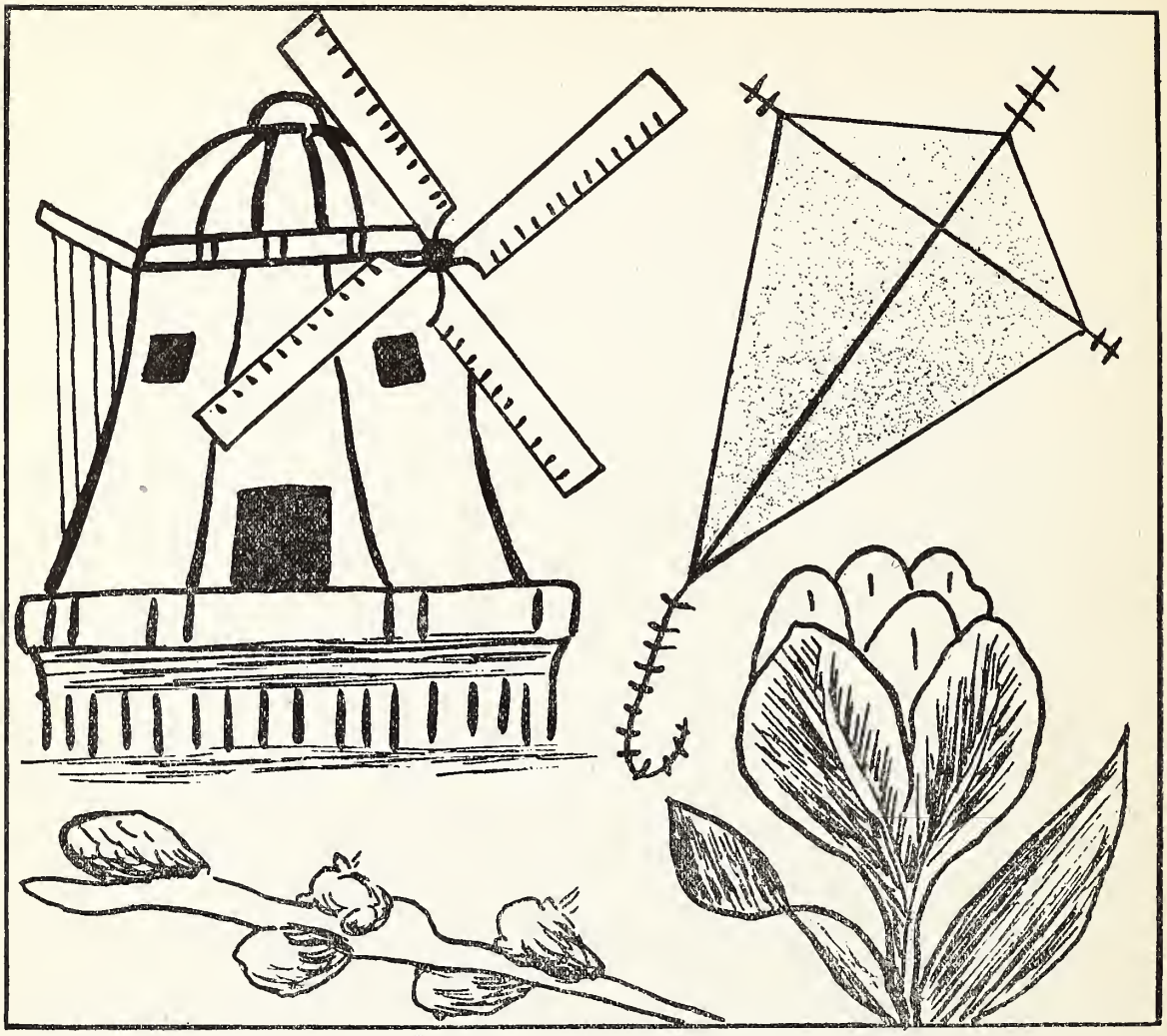
And then he brought the Bunnies back to their home.

Mrs. Bunny cuddled up by the fire.
She looked like a little white ball.
And Mr. Bunny cuddled up by her.
And there they sat until school was out.
They were poor little scared rabbits.
And oh, they were so hungry.
Then, by and by Eunice came.
She brought them some lettuce.
And after their dinner they felt better.

RECEPTACLES FOR MATERIAL

A kindergarten closet does not always suggest a belief in the familiar saying, "Order is Heaven's first law." A multiplicity of odd boxes is unsightly and difficult for use, while those obtainable at kindergarten supply stores are expensive. To meet the need, knife trays with handles may have small partitions added to give six compartments, and may be used for holding tablets, rings, or sticks. These trays of fair quality may be found in a ten cent store. They pack closely on the shelf and are most convenient for use at the table.

P. C. CO. KN.



Blackboard Suggestions for March

SPRING SUGGESTIONS

1. Take care of the chances to improve the work, and the salary will take care of itself.

2. We can not make any good impression on the characters of the children, unless our lives "square" with our precepts.

3. Even an unkept promise—or an unfulfilled threat, which should never have been made—detracts from your money-value as well as from your character-value.

4. Grade up, to your highest limit, even in most commonplace lesson or exercise; and see, not only how much you can get out of it, but how much you can first put into it.

5. Don't underbid another teacher, nor any one, for sake of getting a place. Do your part toward lifting work and salaries.

6. Dress isn't "all there is of it"—as some think—but it is an important factor.

7. Live with the children all that is possible outside of school hours; for there is where you find the real child—who is only a cog in the wheel in the school room, doing his turn with each revolution of the crank.

8. Find the thing that most interests each child, and you have the key to success with each; then use it, but always with discretion.

8. Live with the parents, too; and if they are proud of their children, inspire them with ambition to keep the children proud of their parents.

9. Be a good "mixer" with church people, clubs, civic improvement societies, and all that makes for public good; but don't be part of a faction or a clique, anywhere.

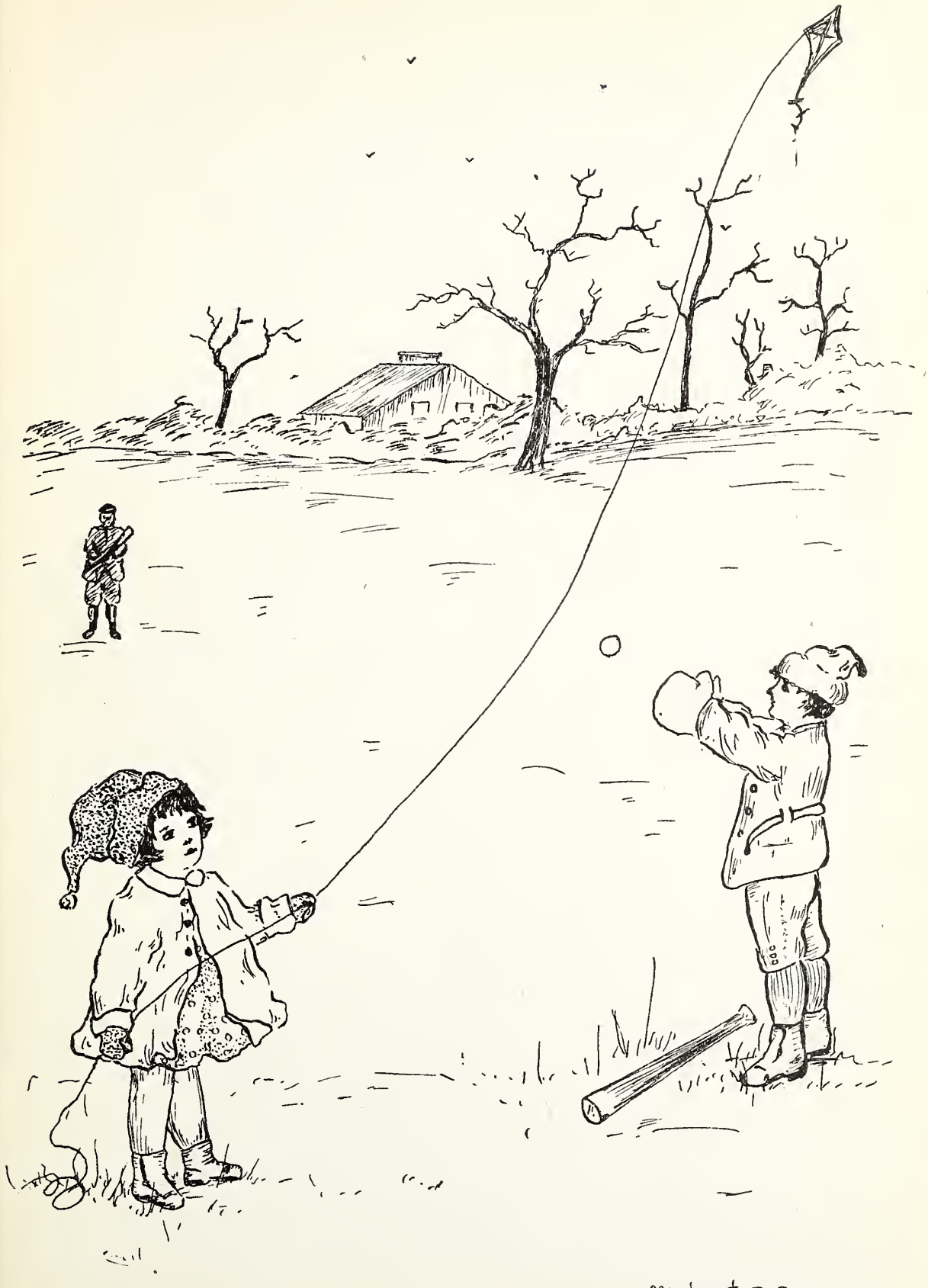
10. Be true, to God and your best self; and you can not, then, betray any lesser trust.

"Is he rich?"

"I should say he is. He's got three lawyers, four bookkeepers, and seven expert accountants figuring out his income tax."

"I hear Wombat is a gentleman farmer now."

"Right up to the notch, too. Puts evening dress on all his scarecrows every day at dusk."



– Marguerite B Sutton –

PICTURE LANGUAGE STORIES FOR MARCH

CARNEGIE ENDOWMENT FOR INTERNATIONAL PEACE

2 JACKSON PLACE, WASHINGTON, D. C.

The undersigned have been associated for some years in the execution of a trust to promote international peace and our duties have involved a continual survey of the efforts to that end throughout the world.

We wish to say to all friends of peace that the dreadful war now raging affords no just cause for discouragement, no discredit to past efforts, and no reason to doubt that still greater efforts in the future may be effective and useful.

The war itself is teaching the gospel of peace through a lesson so shocking and so terrible that the most indifferent can not fail to attend and understand it.

Not onl have the destruction of life, the devastation and the suffering in the warring countries passed all experience, but the eessation of production, the closing of markets, the blocking of trade routes, the interruption of exchanges, have affected industry and caused ruin and poverty in all the peaceful countries of the world.

The universal interdependence of nations has been demonstrated and the truth forced upon every mind that the peace of all nations is the vital concern of every nation.

To cast our weak protest now among the tremendous forces that are urging on the great conflict would be futile; but the end of this war will come before long and then the great question will stand for answer:

Shall the lesson be forgotten; the sacrifice lost?

That question the belligerent nations only will have the power to answer; but every one in the world will be entitled to be heard upon it, for it will be a question of civilization, the most momentous of our era.

It seems incredible that after this the stricken people will set their feet in the same old paths of policy and suspicion which must lead them again to the same result.

Finding expression through a great multitude of voices everywhere the general public opinion of mankind should influence the minds of the negotiators who settle the terms of peace and inspire them to a new departure in the establishment of justice as the rule of international relations.

While we must not be overconfident of our individual qualifications to point out the detailed methods through which the result may be accomplished, we may still advocate measures which seem practicable and appropriate to the purpose.

We can see that definite rules of national conduct should be agreed upon; that a court of competent jurisdiction should be established to judge of national conformity to those rules; and that new sanctions should be provided to compel respect for the judgments rendered.

Above all the motive and spirit of the new institutions should be clearly and fully, not the promotion of ambition or the extension of power, but the safeguarding of human rights and the perfection of individual liberty.

Toward this high end the courage and hope and conviction of the humblest citizen of the most distant land may contribute.

JOSEPH H. CHOATE
ANDREW D. WHITE
JOHN W. FOSTER
ELIHU ROOT
LUKE E. WRIGHT
CHARLEMAGNE TOWER
ROBERT S. WOODWARD
AUSTEN G. FOX
JACOB G. SCHMIDLAPP
THOMAS BURKE
ROBERT S. BROOKINGS
OSCAR S. STRAUS
SAMUEL MATHER
JAMES L. SLAYDEN
JOHN SHARP WILLIAMS
CHARLES L. TAYLOR
HENRY S. PRITCHETT
WILLIAM M. HOWARD
CLEVELAND H. DODGE
ROBERT A. FRANKS
GEORGE W. PERKINS
NICHOLAS MURRAY BUTLER
ANDREW J. MONTAGUE
ARTHUR WILLIAM FOSTER
JAMES BROWN SCOTT

THE SPRINGTIME MESSENGER

(MRS. B. G.) ELSIE SPICER EELLS,
1461 President St., Brooklyn, N. Y.

There was trouble in Nature's kingdom
For the beautiful lily said,
With a glance that was cold and haughty
And a toss of her stately head.

"O, I think it's an imposition,
From among all the plants that bloom,
To be chosen the only flower
To depart to that world of gloom;

Just observe my apparel dainty;
Do you think that this wondrous dress
For a messenger's suit's intended?
I'm surprised at you, I confess."

When up spoke her shy cousin crocus.
With a soft little voice she said,
"I am willing to be the first one
To get up from this nice warm bed;

I will go to the world up yonder
To discover if all is well;
I will come back ever so quickly
And the rest of you here I'll tell."

She was blest by good Mother Nature
And was sent in a shower of rain.
Though 'twas ages ago this happened
Every springtime she comes gain.

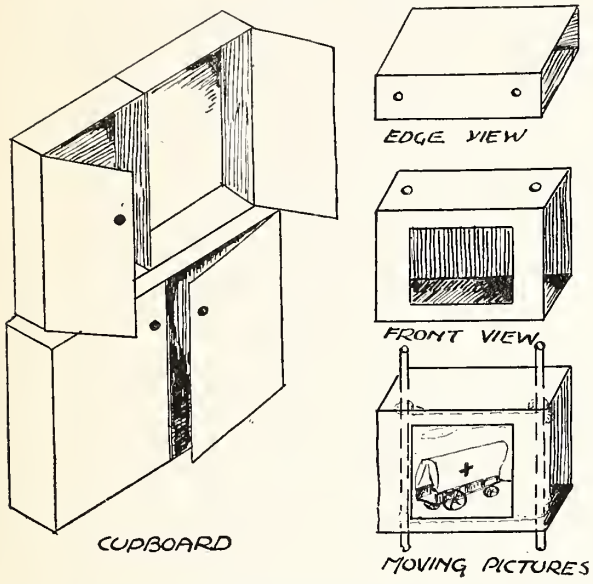
Daddy—No, yer mother never drest the way you girls do today to catch a husband.

Daughter—Yes, but look at what she got.

TOYS AN INFANT CAN MAKE.

PANORAMA

JOHN Y. DUNLOP,
Crighead, Tollcross, Glasgow.



This model for moving pictures is made out of one box, two strips of wood and a small roll of white paper.

Perforate the narrow side of the box to receive the wood rollers.

Cut out the picture space on the front of the box. Mount the rollers in position.

The panorama is now ready to receive the roll of pictures which should be drawn on the strip of white paper by the children.

Mount the picture in position by gumming the one end of the paper strip to the roller.

Roll the paper on to the roller and fix the other end to the opposite roller.

PUMP-WELL

Provide each child with a long mantle box, small match box and piece of cardboard.

Cut one end of the inner case of the match box circle on the end to form the basin.

Glue this to the mantle box so that we have now the pillar for the pump and the water trough.

Make a hole in the front of the mantle box and roll a little piece of paper for the spout.

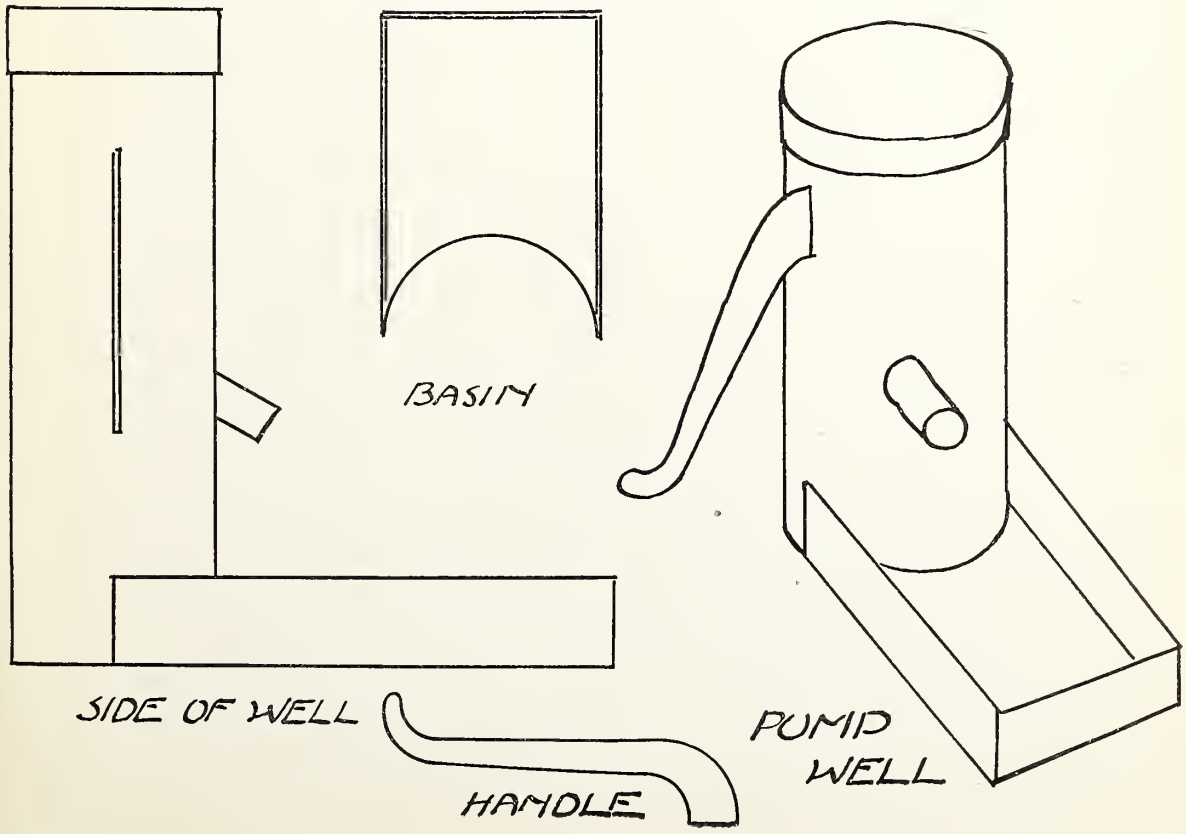
Cut out the handle and fixed into a cut in the side of the well.

Fix inside of well.

JEFFERSON DAVIS'S LAST SPEECH

(Delivered at a meeting near his home at Beauvoir, Miss., 1888.)

My Friends: The faces I see before me are those of young men. Had I not known this, I would not have appeared before you. Men in whose hands the destinies of the Southland lie, for love of her I break my silence to speak to you a few words of respectful admonition. The past is dead; let it bury its dead, its hopes and its aspirations; before you lies the glory, before which all the world shall future—a future full of golden promise; a future of recompense for honorable endeavor; a future of expanding national stand amazed. Let me beseech you to lay aside rancor, all bitter sectional feeling, and to take your places in the ranks of those who will bring about consummation devoutly to be wished—a reunited country.



BOOK NOTES

NEW SLOAN READERS. By Katharine E. Sloan. Published by MacMillan Company, London and New York.

We have received the primer of this series and it is superb. We advise every primary teacher to secure a sample copy, with a view to having same introduced in the school. Price of primer, 30c.

AFRICAN ADVENTURE STORIES By J. Alden Loring. Cloth. Published by Charles Scribner's Sons, New York City. Price $1.50.

Mr. Loring was field naturalist to the Roosevelt African expedition and in this volume he relates exciting and perilous experiences of his own and other explorers with the wild beasts of the Dark Continent, and incidentally gives the reader a glimpse into the habits and ways of these interesting creatures. One chapter which tells of the "Wild Animals I have 'Et," describes elephant steak and other table delicacies, of the wilderness. The foreward is by Col. Roosevelt.

SUNBONNET BABIES IN HOLLAND, by Eulalie Osgood Grover. Illustrated in color by Bertha Corbett Melcher. Cloth, 159 pages. Price, 50 cts. Rand McNally & Company, Chicago and New York.

In *Sunbonnet Babies in Holland* little children are given an opportunity to renew an acquaintanceship which has already proved highly delightful and entertaining. To their little readers the merry Sunbonnet Babies are entities as real as any living playmate. Together they have enjoyed many games, and have met many new experiences with mutual surprise and delight. And now these same Sunbonnet Babies, a year older with their little readers, come to lead their friends to Holland, to play with the babies of Holland and to see and hear the quaint sights and sounds of that quaint land. Their minds are ready for higher and more instructive experiences, and this second book, bright with story and color, benefits in interest by the broader comprehension of the little people. The Sunbonnet babies talk of what they see and hear, and what appeals to them, in their own words, words every child would use, each day finding new words to fit new experiences.

A LIST OF SELECTED BOOKS PREPARED FOR THE TEACHER OF THE ELEMENTARY GRADES OF THE BROOKLYN SUNDAY SCHOOL UNION, Also for Mothers' Associations and the Home Circle, by Ruth Ferriss Russell. Paper, 40 pages.

This is a valuable little pamphlet which gives a long, carefully selected list of books helpful, as the title indicates, to Sunday school teachers and to parents, and incidentally to all teachers. The list includes several pages classified according to the needs of the beginning primary, junior and adolescent grades. Then there is a list for the mother's quiet hour; there is a list of fifteen helpful school readers; and many fairy tale and nature books; also books of poetry and music and song; besides numerous Thanksgiving stories and Christmas tales. To the many books here listed we would suggest that there be added "Among the Farmyard People" by Clara D. Pierson, which gives capital fables illustrating the faults and virtues of children. Also, we regret that the list was published too soon to include among the "Round the World Stories;" Miss Ovington's "Hazel;" The booklet would be more helpful if the names of publishers had been given, but the compiler is to be thanked for this excellent list as it stands.

DICTIONARY Abridged from the New Standard Dictionary. 80,000 words defined; 1,200 illustrations; 902 pages. Price, in cloth, $1.50, net.

This work which is the most recent of the abridgments from the New Standard Dictionary, contains 80,000 terms of all kinds. In addition to the spelling, pronunciation, meanings, and etymology of this large number of words this volume contains several thousands of groups of synonyms discriminated and antonyms, supplemented by prepositions. Wherever the definition could be amplified by pictorial illustration this has been supplied, and 1,200 of these are included. Every worthy word that may be found in the reading of the best current literature, or of those authors who are recognized as the English classics has been recorded.

The student of history will find this work a handy manual to the principal events of American and English history. All the important engagements of our Revolutionary and Civil Wars are recorded with judicial impartiality. The up-to-date character of the book can not be better demonstrated than by citing the fact that it registers such recent historic incidents as the battle of the Marne, the razing of Louvain, the bombardment of Reims, etc.

The chief characteristic of the definitions which commends itself as of practical worth is that they explain the meanings of words by definitive statements and not, s is often the practice in condensed dictionaries, by synonym. The most common meaning of a word, that is, *its meaning today*, is given first, and that of less importance, or the older meaning, is given last.

As a distinct departure from the weather-beaten track traversed by lexicographers, the editors of this book have adopted the simple plan of the New Standard Dictionary and arranged all of its contents in one alphabetical order. In addition, they present under appropriate heads, as is done also by the parent work, many valuable tables, as of coins, constellations, elements, measures, metric system, planets, presidents, stars, weights, etc.

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NOTES

State Superintendent Harris, of Louisiana, in a recent official letter commends the Natchitoches Parish School Board for inviting the country boys from all sections of the parish to assemble for a week to study agricultural questions under the direction of agricultural experts. The boys of each rural school elected one or more representatives to attend this institute. The sixty-eight farmer boys were given free entertainment in the homes of the people of Natchitoches. These boys were intensely interested in the work of the institute and joined intelligently and earnestly in the discussion of agricultural questions.

J. C. Timberman, of Chester, W. Va., tells of a certain school in his State where forty pupils were enrolled. All forty pupils attended school the six months required by the compulsory attendance law, but ten stayed away the last three months of school. "Now it cost just as much," argues Mr. Timberman, "to operate this school the last three months with the reduced attendance as it did when the entire forty attended. There is a loss of 25 per cent of the entire expense of the school. The teacher receives $55; and 25 per cent of $55 is $13.75 per month loss. Multiply this by three and you get a loss of $41.25 for 3 months. The district has eighteen schools. The taxpayers therefore lose $41.25 multiplied by 18, or $742.50 each year, through a *weak compulsory education law* and *negligent parents*.. Do you think any private business would permit such a wilful waste? If such criminal waste is not good for private business, why do we permit it in public business?"

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POEM STUDY FOR PRIMARY GRADES

1.

Aim.

1. Interpretation.
2. Development of æsthetic sense (appreciation of rhythm and beauty of expression.)

2.

Material.

Should be adapted usually to the child's own world.

Kinds of poems:—

1. Beautiful.
2. Graceful.
3. Light and playful.
4. Serious.
5. Humorous.
6. Moral.
7. Patriotic.
8. Instructive.
9. Narrative.

3.

Method.

Varies according to the poem and the inspiration of the moment.

Simple poem (in thought and expression) should be taken first, leading up to the more difficult ones.

(*a*) Questioning.

1. Direct.
2. Indirect.
3. Sometimes should refer to contrasted thoughts and ideas suggested by the poem.

Questions should be logical in order of reasoning, but not in mere sequence according to the verse. This should rather be avoided, as it is apt to do harm, the child growing to expect the answer to the next question to be in the next line, as it very often is in such a case. In questioning straight through a poem the teacher is unable to determine whether the answer given is a lucky guess or the result of intelligence.

(*b*) Answers.

Insist that the answer be given in the child's own words, particularly where any doubt arises, and require usually the "prose form," as this not only is good practice in sentence training, but shows comprehension or the lack of it.

Words which require explanation may sometimes be discussed before the interpretation is begun, but in a long poem preferably developed with it, as a new word becomes the property of a child by association with old and familiar forms rather than as an abstract case, and a word taken too far in advance of a question will not be remembered by a majority of the class.

4.

Devices.

1. DRAMATIZATION.

Some poems lend themselves readily to this, as "The Sick Dolly."

2. WORD PICTURES.

Painted sometimes by the teacher, sometimes by a child. The other children should keep eyes closed. (Should not be so exact and detailed as to interfere with the child's conception.)

3. RIDDLES.

Reading of descriptive words in a poem applying to some object not mentioned by the teacher. Child must guess the object to which the descriptive words apply. This makes a very popular lesson and leads to discrimination.

4. TITLES.

Forms a good drill in the appreciation of essentials. Give the poem without a title and let the children give appropriate titles. Explain the reasons why certain titles are good and others are poor, and in an amazingly short time the children will be able to discriminate between the good and the bad for themselves.

5. RHYTHMIC DRILLS.

To develop poetic *feeling* or a sense of rhythm. Let the rhythm of the poem be accompanied by some rhythmical movement of the body from side to side. This may be contrasted by the same device applied to prose.

6. RHYME.

In very simple poems let the children endeavor to supply the alternate rhyme.

It goes without saying that the teacher should read the poem first and more than once, endeavoring by tone painting to help in the interpretation of the poem for the child.

At the close of the lesson it is well to have the poem read with expression by the class entire.—*The Teacher.*

DEVICES.

Old newspapers, cut or torn into shreds and then boiled in water for several hours and mashed fine with a potato masher or similar implement will make excellent pulp for modeling. After boiling let cool and then press out all the lumps with the hands. Prepare some liquid glue by boiling a pint of water in a half cup of ground glue for a few minutes. When ready to use squeeze most of the water out of a handful pulp and mix in a little liquid glue to secure necesary athesive. The pulp can be kept in a jar or crock. An agreeable scent can be added if desired.

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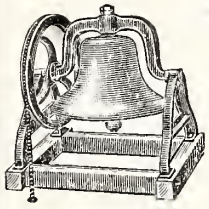
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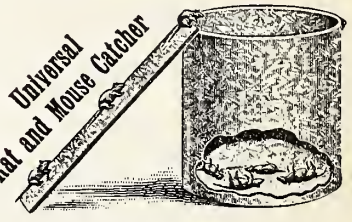
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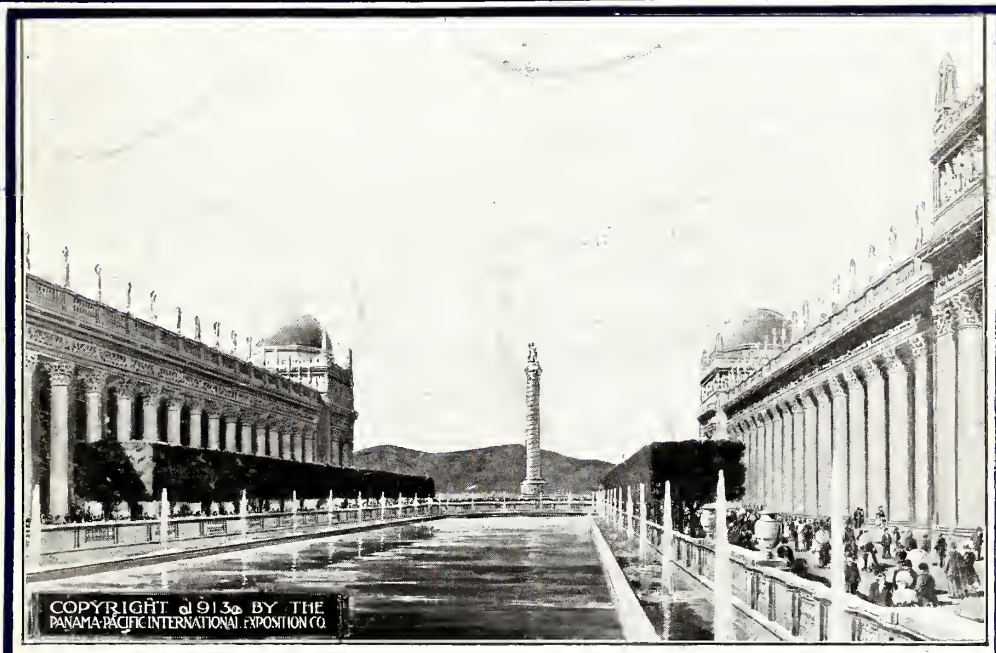
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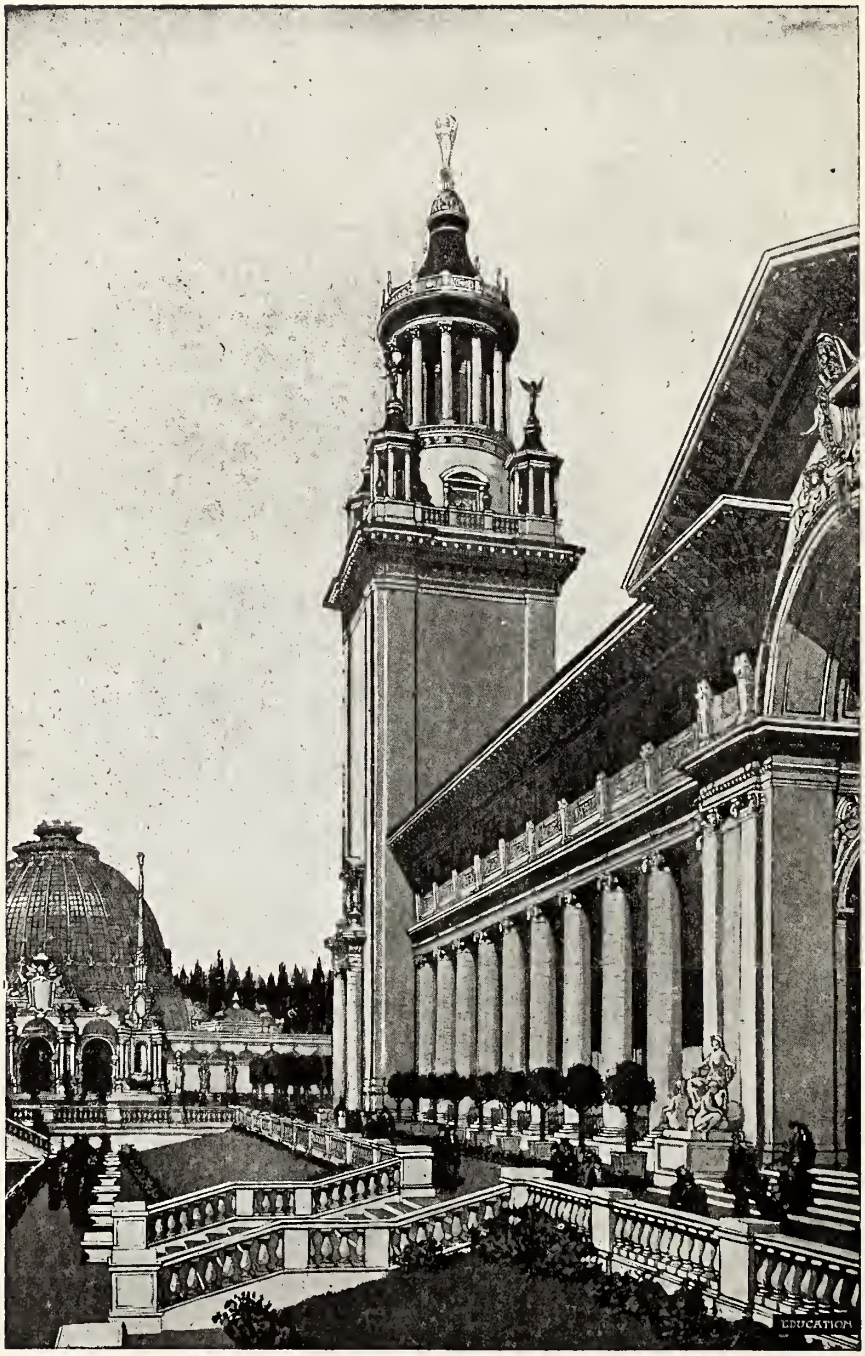
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—PRIMARY—
MAGAZINE



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J. H. SHULTS, MANAGER.

APRIL, 1915. **VOL. XXVII—No. 8**

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EDITORIAL NOTES

"HEROISM is simple, and yet is rare. Every one who does the best he can is a hero."

A LARGE picture of Froebel suitable for wall decoration is presented in this issue which we trust will assist in celebrating Froebel's birthday, April 21st.

WE are tired of paying the social bills for those booze venders; we want better conditions in this country, and we are going to carry the thing through. —*Colliers.*

IN our March number we published an appeal for funds for the purpose of conducting a model kindergarten at the Panama Pacific Exposition. We have just learned that this matter is in abeyance and that contributions are not desired at this time.

HUMANITY is everything. Governments are nothing, except as they contribute to the welfare of mankind. A patriotism that finds expression only in hatred of another land is a menace and not a protection to humanity.

ON the inside of the front cover of this magazine will be found an advertisement of colored bird pictures in which the price is given at 12c per dozen through a typographical error. The price should be 20c per dozen.

AN earnest effort is being made at Gary, Indiana, to solve the question of religious instruction for children, and during certain hours of the day known as "auditorium hours" children, whose parents have requested instruction, leave the school and go to some church or neighborhood house for religious teaching by some person employed by the denomination with which the parent or child is affiliated. A group of the Protestant churches is working together in this matter. Church teachers are in several instances employed by the general missionary bodies, which organizations are deeply interested in the experiment. These lessons are expected to take up one of two of the auditorium periods each week. The priests of the Catholic churches also instruct large classes under this plan.

APHORISTIC MILE-POSTS ON THE ROAD OF THE "NEW EDUCATION"

Dr. W. N. Hailmann

I

Not articles of a creed, but tentative statements of near truths found on the ascending road of the new education to ever widening outlook and clearing views. Creeds are full of danger. Exposed to the delusion of finality, they are prone to gather their followers in stationary camps, hostile to further advance. But near truths, humbly held with open mind and eager heart, will secure progress unending.

Education, in its transitive sense, is the conscious, more or less deliberate guidance of man in his growth and development.

Physically, man is distinguished among animals chiefly by his erect posture, the structure of his foot, the liberation of his arms, the structure of the hand, the expansion of chest and lungs, the development of the vocal organs and of the brain.

In psychic life, he excels in every sense thereof; in the refinement of the instinct, in the scope and depth of intelligence, of esthetic appreciation, of ethical sensibility and of reason.

To language he owes marvelously extended ability in forming concepts, in social intro-ordination, the clear vision of past and future and, thereby of Humanity—"the Man writ large"—as a progressively developing entity.

Intelligence and reason place instinct and habit within his control. They have taught his hands to fashion tools and utensils for the forceful control of his environment in the service of his needs. They have brought him priceless gifts of art and science, of hope and aspiration.

With other living beings he shares self-activity as the master principle of unfolding life. But he alone has learned to control this in purposes and means. In him alone it reached the high level of purposeful self-expression and deliberate self-realization, progressive self-improvement—individual and social.

Children are neither "mere animals" nor "mere savages," but distinctly human. They are essentially what they are meant to become in the light of the civilization into which they are born, striving ever upward out of shadowy animal and savage heredities from which victorious humanity has sprung.

Their characteristics are helplessness and dependence, docility and vigor of growth, trust in their elders—the germ of faith, hope and charity.

In the child the possibilities of humanity are reborn in pristine vigor. It represents the supremacy of spirit over matter, of tendency over hindrance, the re-iteration of the prophecy of ultimate victory of all things higher.

The proximate aims of education are to make the human being within himself strong and self-reliant; in his experience intelligent and thoro; in his work cheerful and earnest; in his attitude towards others sympathetic and helpful; in short, to lead him to beneficent individual and social efficiency.

The ultimate aim of education is to liberate man from the blind forces of heredity, to give him conscious control of his powers and of environment, to place him in possession of the achievements and ideals of humanity, and to lead him to an adequate realization of his responsibility with reference to the progressive achievement of these ideals.

True, full education places man into conscious possession of his destiny and of the means for its fulfillment. It delivers him from caprice and license, and enables him to become a free wielder of the recognized laws and forces of life, a consciously self-active factor in the further evolution of the humanity his life touches.

The "new education" is the education demanded by the new democracy, which recognizes as the one essential in each human being his humanity, demands of each beneficent individual and social efficiency, and concedes to each equal claim to intellectual, esthetic and ethical development.

Under its ideal, traditional attention to information and behavior must be vitalized by creative self-expression and the rule of inner principle. Mere quantitive standards must yield a place to qualitative excellence; verbal memory must be taught to serve imaginative reason; hostile competition must give way to benevolent co-ordination; nagging criticism must make room for the urgings of encouragement; courtesy, consideration, joy must gain admission, and the wretchedness of fear and hatred must go.

In the mutual attitude between teacher and pupil, the teacher appears successively as guardian, guide, examplar, leader, friend, companion; and the pupil, respectively, as implicitly obedient, intelligently following, reverently imitating, loyally co-operating, sympathetically appreciative, in devoted co-operation with reference to common ends.

The teacher, indeed, needs to be well founded in the science of his craft; but of deeper value to him is his art. With reference to this, science is but a tool. It reveals—and this is much—the nature of his material and the course to follow, but it cannot in itself urge him on or fashion his work into ideal perfection. Not what he knows is of final value, but what he loves and does lovingly leads his children to love and do, being to them in weakness a strength, in doubt a light, in all things worthy an exemplar.

There is something nobly simple and pure in a taste for the cultivation of forest trees. It argues, I think, as a sweet and generous nature to have this strong relish for the beauties of vegetation, and this friendship for the hardy and generous sons of the forest. He who plants an oak looks forward to future ages, and plants for posterity. Nothing can be less selfish than this.—*Washington Irving.*

GENERAL SUGGESTIONS FOR APRIL PROGRAM

By JENNY B. MERRILL, Pd. D.
Former Supervisor of Public School Kindergartens, New York City: Special Lecturer on Educational Topics

FIRST WEEK.

Topic, Easter.

Find the simplest Easter song in your song books. Sing it to the children. Ask them what it is about. Perhaps it will be about flowers, perhaps about birds or butterflies.

"The little flowers came thru the ground
At Easter time, at Easter time."

Or

"All the birds have come again,
Come again to greet us."

Or

"Waken sleeping butterflies
Burst your narrow prison."

It is better that the song shall be your choice rather than mine; it must depend upon the song books at your command, unless, indeed, some happy song of your own childhood comes floating back to you.

Teach a few lines each day of the week and illustrate them with pictures and drawings on the blackboard, and watch for the children's remarks, and use these to lead on.

As I have suggested in a child study on "America" this month, it is not necessary that every word of a song should be fully understood at first, but there should be a growing meaning. A simple spring song can easily be selected.

A good child's song makes an excellent basis for conversation and also helps fasten in the memory some truth.

If the children return after Easter with little gifts of eggs or picture cards, it may be better to talk of these rather than the song, or there may be time for both.

Children are really more interested in animals than in plants, or flowers, hence in many kindergartens it may be the hen and chickens or the bunny that comes first. Let the children "talk off" what is uppermost in their own home experiences. Judge then by these conversations what Easter experiences are lacking, and supply the need with picture, story, song.

If a cocoon has given up its prisoner, this wonderful experience should be kept foremost for whichever week that brings it.

If "April showers" come, talk of rain and water and clouds. Play and sing,

"Patter, patter, comes the rain drops."

OUT-OF-DOORS.

Burst the narrow walls of the man made school room whenever it is possible. Find one bird's nest and stand quietly observing it every day if possible. Say softly:

"This is little birdie's nest,
Where she sits and sings.
Where are birdies' little eggs?
Where are birdies' wings.
See her turn her pretty head,
"Peep, peep, peep," she cries,
Then she flaps her two brown wings
And away she flies."

(In the class room this verse by Mabel Livingston Frank may be used as a finger play with movements of the fingers suggested by the words, similar to Miss Poulson's well known, "Good Mother Hen," which, by the way, is also appropriate for this week.)

Gather spring flowers. Remove a few roots for closer observation, making a garden for wild flowers. Caution against carelessly digging up many roots. Why? Name all the flowers found. Children love to name things and a name helps to fix the flower in mind. Use the name again and again from day to day as the buds open.

Watch for new birds returning. See if you have pictures of them on return to the kindergarten room. Watch for the first butterfly. Find pictures of butterflies upon returning.

Visit a field where any spring garden or farm work is in progress as a basis for coming work. Observe the sky and the clouds.

Talk of shadows. Play the shadow game upon returning. See mother play. If you have these things in mind you will be prepared to utilize any childish remark that you overhear while out-of-doors. The child seems freer out-of-doors if the walk is not made too formal, and expresses himself so that you can judge of what interests him.

Be on the "still-hunt" yourself and the children will lead you and you will "follow." It becomes very helpful to have the child give the "cue" as it were, but unless your own mind is alert, and unless you have prepared yourself faithfully, you will not recognize the opportunity when it comes.

The problem program is made mainly by watching the children's faces and questions and actions to see what is puzzling them and where they can be led a step higher by you.

If the walk is confined to the city streets, select the nearest tree to the building. Name it. Watch for the opening of the buds.

Walk to a park, if one is near.
Walk to the river.

Observe the florist windows and the grocer's bright spring vegetables. Name them. Decide to plant radishes, lettuce, peas or beans on your return.

Connecting life with school is nowadays considered the key note to educational improvement. The kindergartner happily initiates this connection by out-of-door experiences and later use of them in the kindergarten work.

INDOOR WORK.

There will naturally be less time for indoor work in April and May if the suggestions for out-of-door work are followed.

CLAY MODELING.

Use clay freely, at least every other day. See what the children are inclined to make. Lead on from their free expression. Some of the objects modeled will surely be eggs, nests, birds, cocoons, flowers, possibly bunny.

COLORING.

Spring brings us beautiful colors. It is a good time to introduce water-colors. The children love to mix colors. Crayons are good. Water colors are better. A small paint box is desirable for each child. If single cakes are furnished, use them on small butter-plates. Do not begin with a whole class lest you become discouraged. Arrange one table for painting, and let five or six children use it at a time. Cover it with white oil-cloth or with paper. Note who is most tidy.

What will the children color?

Ask them what they want to color?

Surely there will be this week eggs of all colors. Cut several ovals from card board and let the children trace around them, or cut *oval holes* in card board, as in the Montessori insets, and let the children fill in the space. The latter will best be done with crayon.

Patterns of a few simple flowers as the tulip or daffodil may be prepared for coloring.

Show the children the patterns on a side table and tell them to choose which they will color.

For the older children, prepare stencil borders for coloring and use them for decoration.

The earliest coloring of the race was on clay. After the clay forms are dry, why not let the children color them? This is not only desirable but economical.

Insist upon bringing aprons for such work. Speak of the need at mothers' meetings. Perhaps cut out a few and ask mothers to make them for those who are not provided.

PAPER CUTTING.

The children may ask to cut out the eggs after coloring. Let them also cut eggs without lines as guides.

Cut robin's eggs one day, hen's eggs another. Note differences in size and color. Suggest trying to make them the right size. Let those who wish draw spots in imitation of other bird's eggs. Which bird's egg is this? This?

DRAWING.

1. Free illustrative drawing of the song story.
2. Telling about Easter.
3. What we saw on our walk.
4. An April shower.
5. A garden of flowers.

If children draw readily without suggestion let them do so and listen patiently to their story, possibly suggest additions.

If children do not seem to know what to draw suggest as above, tell them to walk around and see what the other children are drawing.

Draw for them on the blackboard or on their own papers. Children who see any one draw freely, soon begin to imitate.

Note. A very fine article on "Drawing in the Kindergarten" by Miss Luella A. Palmer appeared in McEray's Magazine, Mar., 1915.

I hope it can be repeated for the Kindergarten Magazine readers.

SORTING SEEDS AND OUTLINING WITH STICKS.

This is the time for play with seeds before and after planting.

Use large seeds and mass them.

The use of small seeds on lines is discarded on account of physician's warnings against fine movements of the fingers.

Soaking peas or beans and watching for change in size is timely. A few simple forms in pea-work are suitable. Just putting one pea on a stick and letting the child call it a pin amuses and gives a valuable experience, illustrating the difference between the hard, dry pea and the one that has been soaked.

The pea's coat may be found and the tiny leaf germ.

STICKS.

Give a few sticks of the larger size, to each child, or place a box of sticks where any one can help himself.

Observe what the children do and lead on.

Perhaps if they have been using tools they may outline the rake, the spade. They may make a house, a ladder. Outline a garden fence and place colored beads or bits of colored paper for flowers.

This use of material frees the child's imagination and suggests possibilities in anything at hand.

Use the peg-boards for gardens.

BUILDING.

Make garden walls alternating the third and fourth gift blocks.

Build a bird-house on the window sill and watch who will be first to copy it.

Birds build nests. Then build houses for their homes. Who will build a house? Let each child tell one or two things about his house. Let the children leave their seats and visit each other's houses.

If the kindergarten is in the city, let the children build a row of houses close together, thus co-operating.

How do we know which is our house? What did your mother write on the paper I gave you to take home, so that I could find your house when I want to call?

GAMES AND RHYTHM.

1. Toys used out-of-doors in spring time:

Imitate bouncing ball.
Flying kites.
Rolling hoops.
Sea-saw.
Swinging.

Nature.

2. Flying of birds:

Hopping of birds.
Digging, planting.
Pitter-patter.

3. The following sequence of games may be gradually reached during the month in part or wholly:

Come let us make a garden—Gaynor.
Making the garden. Finger plays—Poulssen.
Garden games.—Children's old and new.
Singing games.—Hofer.
Planting seeds. Dozen and two.—Warner.
Rain. Songs for a little child's day.—Poulssen.
Or
Small songs.—Neidlinger.
Or
Songs and games.—Walker and Jenks.
Mistress Mary.
Choosing a flower. Songs for a little Child's day—Poulssen.
Butterflies, bees. Mother play songs.—Blow.
Instrumental rhythms—Andersen

SECOND AND THIRD WEEKS

TOPIC.—THE FARMER.

Use mother play picture of "Peter." Name him. Follow his work day by day in the rhyme. Let the children bring toy tools. Talk of them in the ring. Ask the children to show him to use them in the sand bringing a box of sand or earth into the ring.

Talk of the farm animals one each day and ask how they help. Dwell on the farmer's care of each animal. What he feeds them. Do they need water? Let children suggest how to dramatize what does.

This they can do very simply but effectually. Do not make suggestions until needed.

Gradually by observation of the farm itself, by, picture study, by play in the sand, by dramatization, familiarize the children with plowing, sowing, weeding and any other phases of farm life possible.

Teach the old fashioned games, oats, peas, beans, changing the last lines to

"Open the ring and choose one in
To skip around our happy ring."

The work of the farmer is so suggestive and so familiar that it hardly seems necessary to enlarge upon it. It may well fill the rest of the month.

BUILDING, 3RD, 4TH, 5TH GIFTS.

Farmer Brown's house.
Farmer Brown's barn.
Farmer Brown's fences.
Farmer Brown's chicken-house.
Farmer Brown's dog kennel.

Unite all buildings finally on one table in collective cooperative work. Watch for the children to suggest this.

SAND WORK.

Plowing. Use hands in shape of plow.

Digging to plant. Use tools.

Planting in small boxes, oats, peas, beans, barley, suggesting different fields. Plan these forcer boxes in one large box to suggest farm.

Encourage children to bring toy farm animals or secure them yourself. Place them on the farm.

PICTURE BOOKS.

Secure toy picture books of farm animals. Let the children have free access to them. Have periods when they all look at them. Pass around and ask individuals to point out this or that animal. If they do not know them, do not express surprise. This will only disturb the child's mind. City children are very unfamiliar with farm animals. Say simply as the child points, "That is a cow." Show me a cow. Then do you point, and ask what is that?

If there is time, take "milk" for a morning talk. Begin where the child knows it. If in the city, trace it from his cup to the bottle, to the milk-man, to the train, to the farmer's wagon, to the cow.

Tell the story of milking time. The milk-maid and the boy who gets up early and calls the cows home to the milking shed. It is all so familiar to the child in rural schools that he will talk freely and the advantage is mainly in language. Then not too soon can the duty of clean hands, clean clothes and a clean shed for the cows be impressed. Little babies often die if the milk sent them is not very clean.

In the city the story is as fascinating or may be as a fairy story.

If the children ask for a churning day, don't deny it tho you may have had one in the fall. There are new children, and two churning days are not too many for this wonderful transformation lesson from nature's wonderful food.

Learn to see much in the daily round and life grows in interest.

Milk, butter,—what would your table be without them? Make every daily object of food more interesting as you trace one after another both to Farmer Brown's farm.

Omit killing the animals for meat unless the children mention it.

Meat is not good for children and many adults do not use it these days. Dwell on the living animal, but if children know about it accept their knowledge without much comment.

Many advertising pictures are well worth collecting for such talks as those on milk. The children also may make illustrative scrap picture books relative to farm-life.

DRAWING.

1. A glass of milk.
2. A bottle of milk.
3. A milk wagon.
4. The train that brings the milk.
5. Milking the cow.
6. Hey-diddle-diddle.
7. The pig.
8. The hen coop and the chickens.
9. Farmer Brown's house and barn.
10. Farmer Brown's tools.
11. Free illustrative farm scenes or play scenes.

CUTTING OR FOLDING.

The barn.
The coop.
Tools.
A cup for milk.
A bottle for milk.
Animals—guess what it is?

COLORING ANIMALS.

Give outlines of farm animals and let children decide colors to use.

Patterns of animals may be secured by tracing on tissue paper over good pictures in children's toy picture books. Select large size. After getting one pattern mount it on stiff paper or cardboard, cut out and let children use the cardboard animal for tracing others. In this way the youngest children will soon become familiar with animals and the coloring exercise helps in strengthening the hand for future writing.

GAMES AND RHYTHMS.

Do you know how the farmer's oats, peas, beans and barley grows. Dramatize The Milk Story. Play barn yard—imitate sounds animals make. See Froebel's Mother play.

FOURTH WEEK—TOPIC, WATER.

As April is proverbially a rainy month, use this week or any other for talks about water then the children will talk freely. Surprise them by asking what color water is. See what they will say.

Interest them in looking thru it to see what is at the bottom. Could they see if it were white like milk? This will make them think a bit. Thinking is what we want to encourage.

Where do we get water? Some city children have never thought beyond the faucet. Possibly some country child has never thought beyond the pump or the well.

Who made the well? Did the men put the water in? Where can it all come from? Arouse curiosity.

Listen for the childish replies just to show yourself how little a child knows of anything not present to the senses. Do not be amused at the answers. Take them soberly and lead on a little way at least.

"I'll hie me down to yonder bank
A little raindrop said."

What for? What is a raindrop made of? Where was the rain drop? How did it get up in that cloud? Shall I tell you a story about it?

That little rain-drop climbed up, up to the sky from the sun and it climbed on it right up to the blue sky and the white clouds. Then the wind came and blew the clouds over the garden where the flowers grew. Then the little raindrops sang its song:

"I'll hie me down to yonder bank
A little raindrop said
And try to cheer that little flower
And raise its drooping head."

You see the flower was thirsty as we are sometimes, and so it hung its head over like this. Then drop, drop came the rain-drops and the flower was glad and lifted its head right up like this.

Another wonder story about water for the city child is to tell about the long, long journey from the country in a long, long pipe in the ground until the pipe comes to our school-house. Let us go now and see if it has got here. Ah, here it comes right out.

Good morning, sparkling water. How glad you must be to see the sunlight again after your long, long journey in the water-pipes.

We are so glad to see you for we are thirsty.

Another day talk of water used to help us keep our faces and hands and feet and our whole body clean. This talk must be repeated many times in some localities. Dirt makes children sick. Water helps us keep well.

Another day talk of washing dishes and clothing, our floors and windows. What shall we wash today? Dollies' clothes; our duster; our tables; our window-sills, etc.

PAINTING.

1. Water helps us paint. What shall we paint today?

What animal lives in the water?

Can we paint fishes? What kind? Shall we draw our aquarium and paint gold fishes in it?

2. Shall we paint the sky where the rain-drop went visiting?

3. Shall we paint the garden where the little flower was thirsty?

Paint the rain-drops falling on the flower.

4. Paint the river with a sailboat on it. Two sail boats—three.

DRAWING.

1. Draw the long, long pipe.
   Draw our faucet.
2. Draw the umbrella that keeps the rain off.
3. Draw your over shoes that keep your feet dry.
4. Draw a pump.
5. Draw a glass of water.
6. Draw a pitcher of water.
7. Draw the kettle boiling. Show what comes out. What is steam?

OUTLINING WITH STICKS.

1. Outline a pump.
2. Outline a garden.

3. Outline our aquarium. Put fishes in it. What colored sticks will we use?

4. Outline a window where we stand and watch the pretty rain-drops chase each other.

5. Outline a closed umbrella—an open one.

6. Outline a bath-tub, a tub, for washing clothes, a wash-board.

7. Make a bright sun sending out bright rays after the rain has gone.

8. Tell me what you would like to make.

Let the children choose their own sticks as to length and color and make what they wish to. Suggest gradually as suggestions seem necessary, as often a possible letting the child propose the object by a little leading on your part. However, follow the child's thought wholly if his mind is active.

SONGS AND GAMES.

Song of the kettle. Neidlinger rain song. (Imitate sound of falling drops on the tables with finger tips.)

"The Fishes."—Mother Play.
"Give Said the Little Stream."

Note. The stream is often made into a game. The children joining hands run winding in and out to represent running water. Let them enjoy this several days before adding the bridge. Two taller children face each other, join hands and raise them. The others run under. If there are many children, there can be two bridges for the children do love to go under! Stones may be added here and there being children stooping. Flowers may be placed if the children want them.

PICTURES.

Many water scenes can be easily found. Have a miniature picture gallery of ocean scenes, river views, a rainy day, home scenes illustrating cleanliness, country scenes showing "the old, oaken bucket," the modern well, the pump.

If possible have each child collect pictures at home with water in them to make a little picture book. Emphasize cleanliness if necessary or if children come from ideal homes, emphasize whatever interests the child in water views as the bridge, the light house, the ocean beach for bathing, clouds, steam-cars, etc.

Let them hold their books on review day and tell little stories about their pictures to each other, showing their pictures to as many as ask to see them. Never fail to encourage the social side of life in Courtesy and gentle breeding take root in the kindergarten.

GENERAL SUGGESTIONS FOR THE MONTH OF APRIL

JENNY B. MERRILL, Pd. D.

April, May and June, the crowning months of the school year are before us!

Look about and think over carefully what of God's wonderful out-of-doors, these months can bring to *your* children—not to mine—to *yours*.

Are they children who have home farms or gardens? Do they live in villages? in towns? In a large city? Take into account the environment. Do not rely wholly upon any paper program. Make your own according to your possibilities, and do not fail to find possibilities where at first they seem not to be.

Well do I remember an address on "Gardening" given by the Baroness Bulow upon her visit to this country. In her excessive zeal, she at last exclaimed "Make a little garden in an old straw hat, if you can find no better place."

Ever since, I have rather longed to see a garden in an old straw hat. It appeals to me. I think it might be beautiful.

Miss Williams, supervisor of kindergartens in Philadelphia, told me once of a little fellow who filled a little tin box from an ash heap and planted a seed carrying all in his pocket lest it be destroyed. God bless him.

Children take so naturally to Mother Earth. In the city, they may be found scratching out the dirt from between the paving stones!

If there is building going on or a vacant lot, or a heap of sand anywhere nearby, the children are drawn as by a magnet.

April will bring showers and water will be one of our themes.

The birds will come back in reality to so many of our dear out-of-town readers, while less favored ones may see only the city sparrow and occasionally a flock of pigeons.

Make much of any living bird.

Tell of its wonderful instinct to build a nest. Tell the ever new wonder of the egg. How it grows in mother bird's warm body and how she keeps it warm after she lays it, all because she knows baby-birds come from eggs if they are kept warm.

Do not miss the mystery yourself. Rise out of the common place and refresh your own soul with the wonderful Easter story of the egg.

Play with eggs? Certainly. Make them of sugar candy if you will.

Roll them on the green as the children do in Washington at the White House. Hide them. Hunt for them. Color them. Draw them in colors, red, yellow, blue.

(What color do you want, Mary?) Model them in clay and paint them. Cut them out of yellow paper, green, purple, red.

Show pictures of different bird's eggs and if the children are interested in speckled eggs, let them "speckle" on their paper or clay eggs.

After all this is over, re-tell the story of the real egg that has life in it, and from which the Giver of Life, every year creates new birds for the new Easter.

Do not be sentimental but tell this simple, great fact of nature from a warm, loving heart that perhaps, is rising out of its own winter of doubt and sorrow, or perhaps out of a heart so young and fresh that it sings all day long. We, kindergartners, differ as well as our environments.

Some of us have taught one, some two, some twenty years but we all love Easter, and the spring time renews our youth every year.

"April, month of smiles and tears,
Hopes and sorrows, joys and fears."

A CHILD STUDY

JENNY B. MERRILL, Pd. D.

Many stories have been told of children's misunderstanding of the different words of songs. I have a new one to relate which interested me more than any I have heard.

Six year old Johnny who has been in school but a short time was visiting me. Suddenly he looked up in my face and said, "I know Our Country." "Do you," I replied. "Tell me what you know."

Johnny hesitated a moment and then said:

"Land where the fathers died,
And—and the *children cried.*"

Could anything be more natural and childlike? I made no corrections, I assure you for I was sure "children cried" would be corrected betimes into "pilgrim's pride," and at present the childish rendering had a real meaning for Johnny.

Children love to sing "America" whether they understand every word or not. They feel a little of the sentiment with their elders. They ask for it even in kindergartens. But who would be so rash as to attempt to explain "Pilgrim's pride" to such a child? Let such mistakes pass and sing on. Dr. Montessori's maxim "Ignore mistakes" surely applies here.

When the child has advanced far enough to read just a stanza of "America" or other song before him, he will gradually correct his own mistakes and grow into a further knowledge of "Our Country."

THE BIRDS OF NEW YORK

The State Department of Education has presented to each school in New York a set of colored plates (104 in number) from the "Birds of New York," recently published by the Museum. In a circular to the principals of high and elementary schools City Superintendent Maxwell expresses the hope that these plates will be in their hands sufficiently long before April 2, which is "Bird Day," to enable them to use the plates in their exercises. He suggests that it might be advisable to obtain the loan of live birds from neighbors for exhibition on that day.

It was at an entertainment where a woman played several selections on the piano. As she was starting to play another, a charming lady leaned over to one of the gentlemen and said, "What do you think of her execution?" Says he, "I am heartily in favor of it."

He was waiting for the train and inquired of the agent, "How soon will the train be in?" "Very soon now, there comes the conductor's dog around the curve."

REPORT OF LECTURES BEFORE THE N. Y. P. S. K. A.

Miss Luella Palmer gave a very helpful talk on "Gifts," before the New York Public School Kindergarten Association on January sixth. The substance of her talk was the following: "If the gift period carries out the basic principle of the kindergarten, the play spirit will be evident in the child's eager, joyous use of materials. What should be play has degenerated into a "lesson" if after the teacher has guided the child for a short time she remarks: "you may make what you want now." The first part of the period is given over to education and the latter part to play."

A teacher can plan situations which will probably result in the building of certain forms and she can supply the material for such forms, but if it is the result *in the child* for which she is looking and not the mechanical result in the material, she must accept and encourage the variations which the thinking child has to offer.

If the gifts are looked at as material for thinking minds to use, results must not be seen in terms of knowledge only, but in terms of thought, attention, effort, judgment, reasoning. "Many people study all their lives and at their death have learned how to do everything except to think." A child should be allowed to respond to the gift material impulsively at first, to experiment with it but the teacher should call attention to the results which he accidentally achieves. The next step for the child is to strive consciously for some result which he has already attained. Then in still later use of the material the teacher should supply such a situation that the child will outline some new end. Select the material which he thinks will be most satisfactory and then experiment to arrive at this self projected goal. This last step is seen to demand attention, knowledge, effort, judgment, reasoning. A teacher must be keen to opportunities presented, she must supply stimulus, encourage effort, and realize how children and materials can modify each other. "To know what to teach is an attainment of knowledge, to know how to teach is an attainment of art." The artist kindergartner paints the facts of life in the rainbow tints of play, for facts catch their meaning from the light of man's spirit.

On January 20th, the New York Public School Kindergarten Association held a Round-Table at which type lessons with the gifts were given by Misses Schwartz, Roe and Rutter.

Some of the practical suggestions given for gift work with fifty children were:

For the teacher.

1. Talk less.
2. Keep in background.
3. Observe children as Montessori does.
4. Have very little formal work.
5. Keep atmosphere of room happy.

Use outside material—toy animals, paper dolls, etc.

The kindergartner must be more elastic—give the children means for self-expression—one or more gifts at a time if his mind can control them. Thus the children grow in creative ability—initiative, self-expression and power. It was also suggested that many different gifts or parts of gifts be placed in one box and to watch the children's ingenuity after they discover the contents.

Miss Grant, principal of an Infant School in the East side of London, came to America expecting to find freedom of curriculum and although the Statue of Liberty seemed to give promise she found very formal work in some places and was delighted to learn that many of the members of the New York Public School Kindergarten Association stood for free and individual activity. She gave a brief talk which was greatly enjoyed by the kindergartners.

On Wednesday, February 17th, Dr William H. Kilpatrick of Teachers College, Columbia University, gave a lecture on "Initiative," before the New York Public School Kindergarten Association. He declared that initiative in its full sense includes both ability and tendency on the part of an individual to originate a plan of action and the tendency to carry it through to the end. While one may have much initiative it doesn't prove that it will be made manifest in all departments of life. Nothing is truer in the development of initiative than the saying, "Nothing succeeds like success." If we want to develop initiative in the child we must give him opportunities—and later encouragement—the fun of the struggle being greater joy than gaining the desired end.

In closing Dr. Kilpatrick said the Kindergarten should be a place of natural living—with a minimum of artificiality. Use suitable toys—those that evoke deep response from children and arrange rooms for the child's life activities. Programs made up beforehand, he said, were not likely to fill life's situations and the kindergartner should be careful not to be too much in evidence in the room— in other words—not to occupy the center of the stage. Dr Kilpatrick answered questions at the close of his talk and the large audience present felt that the lecture was most beneficial.

Mabel Rogers
Press Com., N. Y. P. S. K. A.

Among the new members of the Summer School faculty of the University of Virginia will be Dr. C. Alphonso Smith whose work in English literature has international recognition, and Dr. A. L. Hall-Quest who is known in many states as an expert in Supervised Study. The Summer School will offer also unusual opportunities for the study of Spanish and methods of teaching German.

At least forty-three states authorize the transportation of pupils to public schools at the expense of school districts, according to a bulletin by A. C. Monahan, of the United States Bureau of Education.

STUDY OF A PICTURE—IX

Mary E. Cotting.

[See page 260]

What shall we call this little girl? Edith would be a very good name indeed. Where is she? Then we can call this an out-of-doors picture, can't we? What has Edith been doing? Yes, she has been at work in her garden. Notice her common clothing and stout boots? Why has she turned up her dress skirt? What, maybe, is in her basket? She doesn't act as if it were heavy: perhaps she has flowers from that bush just behind her. What kind of a bush is it? What do you suppose lives in the great tree behind Edith? Robins, I hope, because they would eat the "bad bugs" in her garden. Mother helped her make the earth soft and loose, and showed her how to plant carrot and lettuce seeds so the tame rabbits might have fresh food in plenty; sun-flower for the fowls and winter-birds, and last of all many tiny seeds that would grow into blossom-bearing plants. Can you tell the names of any? "This day" she has been helping mother care for the baby horsechestnut and acorn trees which have grown from the nuts she and mother planted a long time ago. (Explain about planting these.) Mother said there must be new trees started for the homes of wild creatures and to furnish people with shade. You know, queer insects have caused many, many trees to die, so new ones must be raised. If Edith is to have a fine garden what must she do? Keep the earth loose around the seedlings (baby-plants), pull up the weeds, and water them. She has a small watering-pot (guess what color) that she fills from the nozzle of the garden hose. One day as she was going to fill it she spied a robin getting a drink. She kept very still, and pretty soon he took a bath in a small puddle made by the dripping from the nozzle. When he flew off to the old apple-tree she filled her watering-pot. She is very careful to water her garden just right, for some things need a drenching (explain), and others just a sprinkling. For what does she use her rake and basket? When she weeds she rakes the rubbish into a pile; and when she is done the pile is put in the basket for brother to carry to father who will burn the weeds. Father likes the home-place to be in order so he burns dry grass and weeds. Do you think Edith likes to work in her garden? Indeed she does, she loves to watch each plant for no two grow in exactly the same way, and she is so happy planning what she is going to do with the blossoms by and by. Can you think of any way she will use them?

Sometimes as she works she says softly to herself this rhyme-story that her mother taught her.

Arrangements have been made for unusually cheap excursions from Charlottesville to Washington, Luray Caverns, Old Point Comfort and similar points of interest for members of the University of Virginia Summer School. The Summer School sessions are so scheduled that these large benefits derived from personal conducted travel may form a part of the general cultural value of studying at the Summer School.

Guckguck!

„Guckguck! Guckguck!“
Der Kuckuck ruft das Kindchen;
„Guckguck! Guckguck!“
Ruf' ihn doch auch geschwindchen;
„Guckguck! Guckguck!“
Der Kuckuck ist so ganz allein,
„Guckguck! Guckguck!“
Er möchte gern beim Kindchen sein,
„Guckguck! Guckguck!“
Jetzt hat ihn gefunden mein Kindchen klein,
Nun können sie fröhlich beisammen sein.



"THE CUCKOO"

MOTHER PLAY PICTURE

[See page 251]

NOTE—This picture can be detached and placed on the wall or used otherwise in the Kindergarten.

THE RELATION OF PSYCHOLOGY TO PRESENT DAY PROBLEMS

We have not been able to secure reports of Miss Forchheimer's first two lectures, of which the subjects were:

1. "Psychology of Today and Yesterday" with a book review of "The Classical Psychologists." Benjamin Rand.

2. "Laboratory Psychology." In this lecture Miss Forchheimer showed several interesting pieces of present day laboratory apparatus and made several simple experiments or tests with them. She reviewed "Founders of Modern Psychology." G. Stanley Hall.

3. "The Relation of Psychology to Present Day Problems" was of great interest in its practical applications.

We have secured the following outline of this lecture.

a. In business—psychological aspect of salesmanship—when to speak—when to keep silent.

f. Fiction—interest in development of suggestive mental changes.

Meredith in "The Egoist"—Henry James, Arnold Bennett.

Drama—Ibsen.

Portraiture—Interpretation of character.

c. Medicine—Physicians are slowly awakening to the value of psychology to them. Faith cure cults due to overemphasis of mental.

Relation of mind and health, a close one.

d. In Law.—Unreliability of testimony. Examiner able to develop or suppress testimony. Relation of mentality to responsibility.

e. In criminology—Com. Katherine B. Davis in all her recommendations displays knowledge of psychological needs.

f. For mothers and teachers.The case of the young no longer left to intuition. Comparison has developed a theory of education.

g. In economic lines as in advertising.—Matter intense in color, suggestive for memory, as U-needa—arouses curiosity, movement as in electric signs—other methods appealed to as, the maternal (children often in advertising pictures) aesthetic—a halo of sentiment. Foods done up in pretty packages.

The dead animal rarely shown in advertisement.

h. Vocation.—Muensherbery tests qualitatively for different kinds of work, attention, intelligence, rapidity, etc., in a telephone operator. These are tested experimentally. Thus a candidate for chauffering who fails to make good in tests for continuity of attention, quickness of reaction, certain kinds of imagination is advised against the course for chauffeurs.

i. Efficiency—Conservation of energy, fatigue, etc., lend themselves to psychological tests. Distribution and frequency of rest periods. Edith Wyatt in "Making both ends meet."

This lecture closed with book reviews of "The Psychology of Advertising." —Scott, Human Nature Club, Thorndyke.—*Report by Helen. L. Tonks of Miss Forchheimer's lecture on Psychology at Hunter College, given under the auspices of the N. Y. C. Associate Alumnae.*

MOTHER PLAY

CUCKOO

(Translation from the Mother Play of Friedrich Froebel.)

BERTHA JOHNSTON

(See page 250)

Motto for the Mother.

That which on this plane of childhood,
The cuckoo-call of the Mother is to the child,
Is what, on a higher plane of development,
The call of conscience some day becomes.
If he hears its soft call,
And follows it willingly,
His heart will not be left lonely:
It will always then be happily close to him,
As Life's most beautiful mirror.

SONG FOR THE CHILD

"Cuckoo! Cuckoo!"
The cuckoo calls my little one:
"Cuckoo! Cuckoo!"
Answer him, then hide in fun:
"Cuckoo! Cuckoo!"
You look so lonely on that tree,
"Cuckoo! Cuckoo!"
Do you wish my child to see?
"Cuckoo! Cuckoo!"
He sees you, he sees you, my baby wee!
How happy together you both can be!

"But why the Cuckoo play?" perhaps someone says, who considers only the externals of those children's plays, which are, however, so significant, so full of deep meaning. "Why give us also the Cuckoo play? Is it then anything more than just a mere hiding-game, in which we cry "Cuckoo?" Yes, truly, it is something quite different, even tho fundamentally related. It is a further development, an amplification of the Hiding-game, the true Cuckoo play appearing later in the series of children's plays, than that which is purely a hiding game.

What then is the difference between the two, and what is the nature of the further evolution in the latter?

Observe your children's play more closely, thoughtful Mother, and you will readily see the difference. In the first (the purely hiding game) Separation and Union are, it would seem, more distinctly defined in order that the child may be more clearly conscious of them; in the latter, the cuckoo-call mediates between the two.

It is separation in union and union in separation, which makes the cuckoo play so peculiar, and because of this peculiarity, so dear to the child.

This feeling, this consciousness of union in separation and of separation (of the personallty) in union, is the fundamental basis of conscience. And so with the play of the cuckoo with its cheerful call, comes to the child the call of conscience.

Well may happiness and blessing, peace and joy, come to that child to whom, throughout his life, the serene voice of conscience presages the early union

of mind and spirit, with what is highest in feeling and in consciousness,—with God—never again to be separated

Serenely then, rises the unifying sun of the spiritual life, as in the picture the sun rises above the mother's head as if to unite her and the two playing children, in a holy light that never again will set.

"If I knew, dear Mother, just one thing for sure!"
"If you hearken, my child, to your conscience pure.
You'll know being good brings you joy serene—
Then listen alway, to the voice unseen.
You'll know that you're the child of parents that love;
You'll know that God is your Father above:
But this happy knowledge depends, too, on you;
On your being loving, and grateful and true:
"Oh, that I do know, dear Mother, for sure,
And that your love, dear Mother, will always endure!"

ADDITIONAL SUGGESTIONS FOR THE GRADE TEACHERS

This Mother Play will perhaps, be better understood, if we refer briefly to the one that precedes it in Froebel's Mother Play Book, and which is a simple hiding-game for the baby, with no mediating call. Froebel points out that the child's joy in the game consists in the certainty, that after a brief period of separation, he will be found, reunited. Froebel then shows the danger to the child in too long a period of separation—the danger that he may become accustomed to the separation, may find pleasure in it, and that a permanent spiritual estrangement may ensue. He warns the Mother to be on her guard lest the child learn to hide, not only his person, but his actions from her. The remedy for this is, that she should see to it that he always anticipates the keenest joy in the reunion with his Mother. If she has the right attitude towards him, he will be unhappy at any long concealment from her, whether physical or spiritual.

In the Play we have just translated, he points out, that altho there is the physical separation and concealment, the hider and the seeker are nevertheless, united by the mediating call.

We cannot here, enter into a discussion of the latest theories as to the origin of conscience. There is no doubt, however, that it is the great invisible mediater, spiritual and moral, that unifies human beings, both with each other, and with the "Power that makes for Righteousness."

It is not until he is conscious of his separate identity, the separateness of his personality, that the sense of personal obligation, and hence of the demands of the invisible conscience can develop in a responsible being. But with this consciousness of separateness there must necessarily be a sense also of union, of a common, uniting bond, or there can be no feeling of obligation. As the consciousness of this invisible bond with the most separate and remote peoples develops, the sense of brotherhood and obligation grows, until all prejudices and hatreds are lost in a faith in a universal brotherhood.

How can the teacher apply this knowledge?

Let her study her children and learn which may be trusted to be left alone in the class room. Which may be sent on errands. Which are likely to pilfer, to copy their examples, to say the indecent thing behind her back, in short, which may need her strengthening to resist temptation; in whom the call of conscience is faint.

Each such case may need separate and different treatment so no specific cure can be suggested. But in various ways the child can be helped to feel that there is a call for high and true living which must be obeyed or else separation from fellow-human beings will inevitably follow. Help the child to feel the invisible bond that unites all and should mean happiness to all.

Let the children see the picture and arouse their interest by telling of the bird that returns in the springtime after the separation of the winter, and whose call is imitated in the cuckoo-clock, and in the play of the children. Does the "coop" of the hiders in our game of Hide and Coop come, perhaps from the call of the cuckoo? What other birds and creatures return in the springtime? Birds, butterflies, moths How have they spent the winter? Is the world they return to quite the same that they left? Difference between Fall and Spring? Is the world the butterfly and moth return to, the same that the caterpillar left? Is the world of the butterfly and of the caterpillar the same? Does separateness necessarily consist always in real space or in difference of an inner self? Is it possible to be distant in body but near in spirit? Near in body but distant in spirit?

THE PANAMA-PACIFIC EXPOSITION

The Panama-Pacific Exposition at San Francisco opened its doors on February 20, to remain open until December 4, 1915. The exposition celebrates the completion of the Panama Canal, the union of the Atlantic and Pacific, the dream of centuries. The exposition is a $50,000,000 undertaking. Forty-two nations with 60,000 individual exhibitors have assembled their displays in a manner to present an epitome of the world's progress.

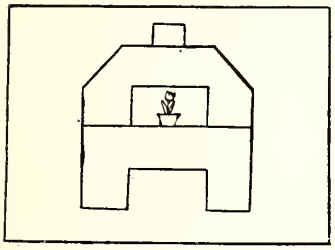
The site of the exposition grounds, which are about two and one-half miles long and one-half mile wide, is on the shore of San Francisco Bay. Across the sweep of one of the most beautiful harbors of the world rise the foothills of Marin and the chain of the Coast Range Mountains with the majestic peak of Mt. Tamalpais piercing the clouds. On these grounds are located approximately 250 buildings, ranging in size from the monster Machinery Palace, nearly 1,000 feet in length, to the 10-foot front of the postcard concessions. Every building, irrespective of size or location, is an integral part of the general ground scheme. One is able to get a faint idea of the immensity of the exposition where in any part the exhibition is marvelous.

A bird in the net is worth a hundred flying.—

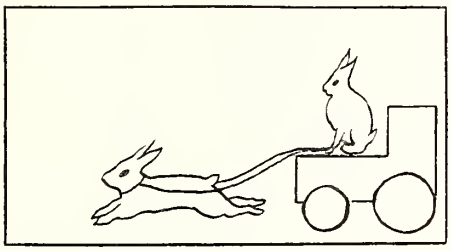
STRAIGHT LINE CUTTING.

CARRIE L. WAGNER.

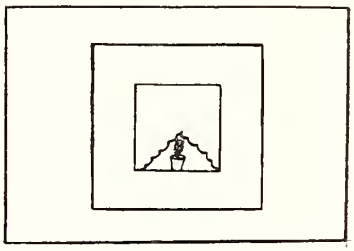
Spring and Easter are the central thoughts for this month, and the children are interested in the awakening of nature. The bulbs are sending forth green shoots and many flowers are beginning to bloom. Perhaps there are window boxes in the kindergarten where plants may grow in the sunshine. The paper cutting will be more interesting if it suggests something of their environment, or of the morning talks they have had. The older group of children will enjoy cutting the houses, and the rabbit wagon, which will make a pretty Easter card. The younger group may easily cut the window with curtains. One four inch square will make the house. Fold into sixteen little squares, open, and fold again into book form by folding two of the edges together. Now cut out four squares in the center by cutting two on the double fold. Open, and cut the frame into two pieces by cutting from right to left on the center lines. With the open space of one of these pieces at the bottom, fold the two upper corners on the diagonal, open and cut off. Mount these two pieces as illustrated and this will be the house with a window and door.



THE HOUSE



RABBIT WAGON



WINDOW

The rabbit wagon is made from a four inch square. Fold into sixteen squares. Beginning at the right cut the length of a square, then across the length of two squares, and down again the length of one square. This piece of four squares will make the wagon. Cut the wheels and the rabbits from the pieces of twelve squares left.

For the windows fold another four inch square into sixteen little squares. Fold into book form and cut out four squares, as for the house. Open, and mount; fold the small square cut from the center of the big square on the diagonals, open and cut from the lower right corner on the diagonal line to the center of the horizontal line, then down to the left corner on the line. This makes the curtains, and they may be scalloped or left plain. Paste these in the window, and cut free hand from the remainder of the small square a pot of plants.

APRIL SPELLING BOOKLET

The April cover for our spelling booklet is made of gray bogus or construction paper 8 in. x 4¼ in. Fold the paper in the middle. Adjust a compass at 2 in., place it so that a small portion of the circle will fall beyond the fold.

Use the same center and draw a second circle with a radius of 1⅞in.

Carefully trace the design of dogwood on tissue or rice paper. Place this paper face downward and go over the back with a soft lead pencil. Next place this darkened side on the gray paper and trace over the entire design. This will leave a print on the cover.

Fill in the design with a flat wash of water color. Use dull green, gray and white or tones of gray and white. When the colors are dry outline with a black line. If you do not have the white paint, the blackboard crayon may be rubbed in for the white portions of the design.

of the same width and color as the front of the cover.

The pages for the book are made of unruled white paper. They are sewed to the cover with long, even stitches. The ends of the thread are brought to the middle of the back and tied in a hard knot.—*Primary Education.*

TEN SANITARY COMMANDMENTS FOR RURAL SCHOOLS

DR. THOMAS D. WOOD

In every school which may be considered passably sanitary the following conditions shall obtain:

1. Heating by at least a properly jacketed stove. (No unjacketed stove to be allowed.) Avoid overheating. Temperature should never go above 68 degrees F.

Ventilation by direct outdoor air inlets and by adequate and direct foul air outlets.

2. Lighting from left side of room (or from left and rear) through window space at least one-fifth of floor space in area.

3. Cleanliness of school as good as in the home of a careful housekeeper.

4. Furniture sanitary in kind, and easily and frequently cleaned. Seats and desks adjustable and hygienic in type.

5. Drinking water from a pure source provided by a sanitary drinking fountain.

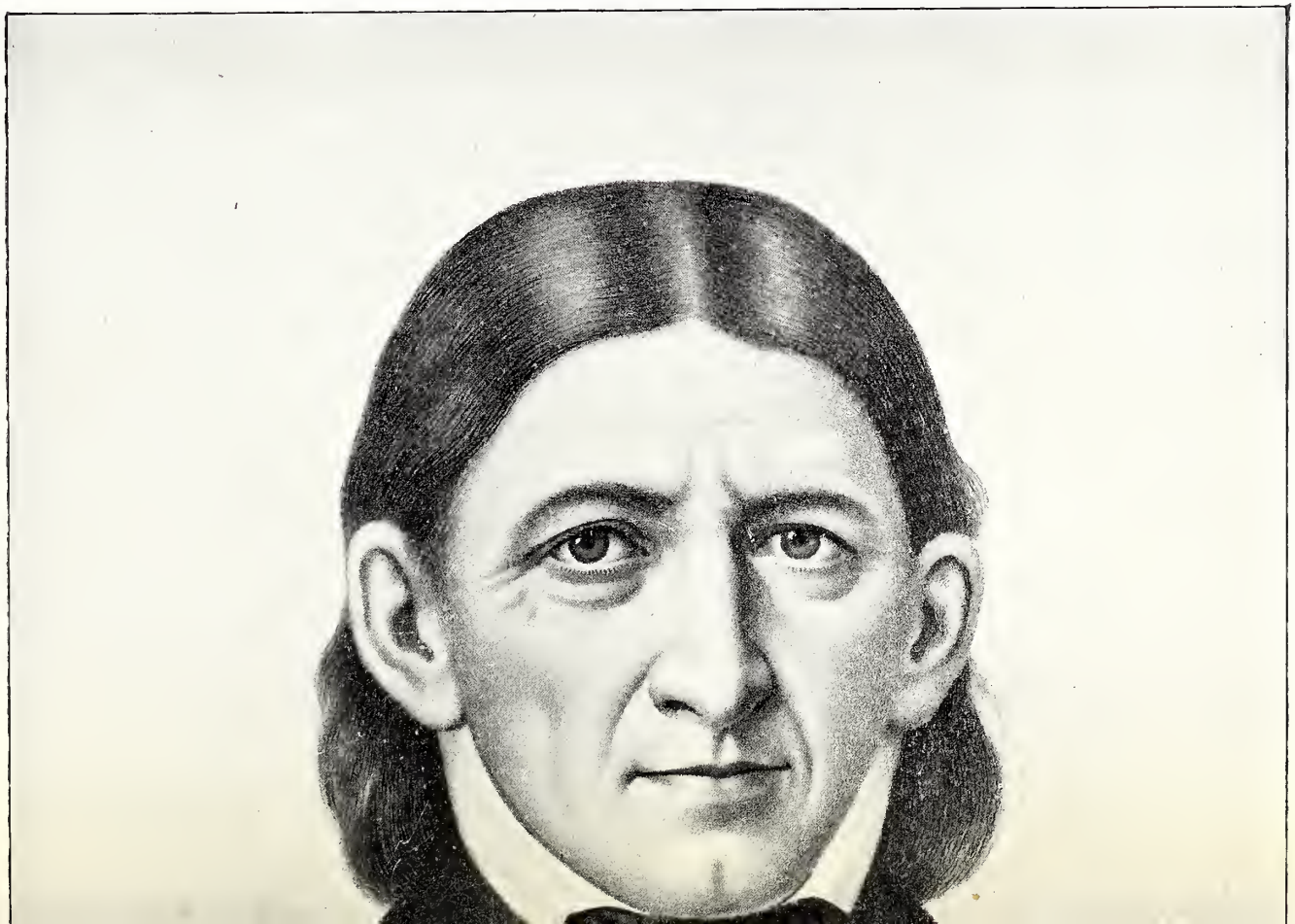
6. Facilities for washing hands, and individual towels.

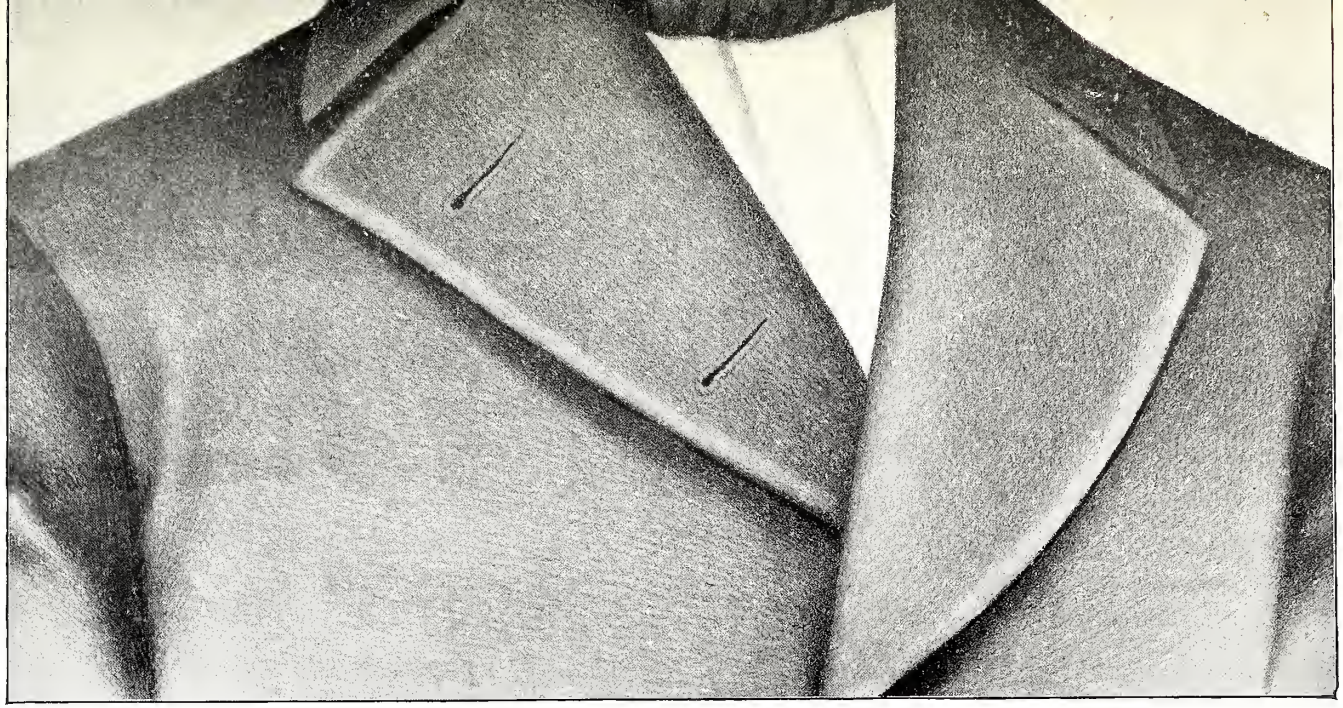
7. Toilets and privies sanitary in type and in care (with no cesspools unless water tight) and no neglected privy boxes or vaults.

8. Flies and mosquitoes excluded by thorough screening of school house and toilets.

9. Obscene and defacing marks absolutely absent from school house and privies.

10. Playground of adequate size for every rural school.





FRIEDRICH FROEBEL

"Come, Let us Live with the Children."

Born in the Village of Oberweisbach, Germany, April 21, 1782. Died June 21, 1852.

Supplement to the Kindergarten-Primary Magazine, April, 1915.

LITTLE PLAYS and LITTLE PIECES for LITTLE PEOPLE

ARBOR DAY

LAURA ROUNTREE SMITH.

(Children carry letters to spell the words "Arbor Day."

A—

Arbor Day! Arbor Day!

R—

Robin red-breast's come to stay.

B—

Back again the birds all come.

O—

On the tree woodpeckers drum.

R—

Ready then for planting trees,

D—

Do come help us if you please.

A—

Arbor Day! Arbor Day!

Y—

Yes, we'll plant a tree today.

AN ARBOR DAY PLANTING

BERTHA E. BUSH, Osage, Iowa.

We're planting here a little tree
Because its Arbor Day.
'Twill grow while we are sleeping
Or while we work or play.

Each year 'twill be more tall and large,
And be more useful too,
And you can scarcely reckon up
The good that it will do.

A home where weary wings may rest,
A squirrel's safe retreat,
A shelter from the pelting rain
And from the summer's heat

A great green splendid blessing
This twig will grow to be.
O what a wondrous thing it is
That we can plant a tree!

A LULLABY

LAURA ROUNTREE SMITH.

(To be recited by a little girl with a doll.)

Sing us a lullaby, old apple tree,
Sing a sweet song to dolly and me.
Up in the swing we go riding at play,
Up in the swing on a warm summer day
The leaves are all whispering, what do they say?
"Come out little boy, little girl, come and play!"
"Come out, little boy, little girl, come and play!"
Sing a sweet song to dolly and me.

A BIRD GAME

LAURA ROUNTREE SMITH.

The children are in two circles one outside the other.

Those in the inner circle represent children and those in the outer circle represent birds.

The children in the inner circle hold hands clasped up high, and the birds skip in and out between them.

The birds sing, tune, "My Bonnie."

"Oh we are the sweet birds of summer,
Oh we are so happy and free.
Oh we are the sweet birds of summer,
We'll build our nests high in a tree."

(They run outside to their own circle and skip round, while the children in the inner circle sing, to the chorus of the same tune:

Bring back, bring back,
Bring back the birds, little Lady Spring,
Bring back, bring back,
Oh bring back back the sweet birds to sing."

The children in the two circles now change places and the game continues as before.

THE PLANTING OF A TREE

DORO A. MONDORE.

(In each verse adopt motions to words.)

1st child (carrying spade.)

This is the way to spade the ground
Digging a hole both deep and round.

(Pass spade to second child.)

2nd.

This is the way we place our spade
Back in this corner in the shade.

3rd.

Here is the twig we found near by—
Of course, it hasn't grown up high.

4th.

This is the way we plant the tree—
Deep in the soil the roots must be.

5th.

Then the loose soil is all put back
All round the base we firmly pack.

6th.

When the tree's planted, surely you know
We'll have to watch it and see it grow.

7th.

God will send rain down from the sky;
Through the hot summer it will not die.

8th.

Yes, and he'll send the sunshine, too;
Trees need sunshine, just as *we* do.

All—(sing or recite.)

Now the tree's planted we'll skip away,
Leaving the tree where the squirrels play.

(Piano plays while children skip away.)

WHEN THE RAIN COMES DOWN

BERTHA E. BUSH, Osage, Iowa.

When the rain begins to fall
  On a summer day
Every little blade of grass
  Looks as green and gray.

Little ducks run gaily out;
  Heated air grows cool;
Busy mothers smile to think
  The cistern will be full.

Thirsty flowers lift their heads,
  Robins softly call;
Every one is happy
  When the raindrops fall.

THE S————?

MRS. MAURICE E. BURNSTON, 14 East 129th St., N. Y. C.

Dark round face,
Golden hair:
With stately air.

Robe of green,
Fashion old:
Never shy,
Nor ever bold.

Face upturned
To the sky,
Where all hope
Of life, doth lie.

Sunflower.

WILLOW BABIES

SUSAN M. KANE.

Bending, blowing, swinging, swaying,
  Down where the brook's set free,
Wrapped in coats of silver gray,
  Are the babes of the willow tree.

And these fur-clad willow babies,
Are calling the birds to sing;
And telling the little children folk,
  It is time to hunt for Spring.

THE BLUEBIRD

MARY BURNTON

Dear little bird of blue
Is it, ah! is it you
  Telling of Spring?
In yonder apple tree
Your pretty wings I see,
  As gaily you sing.

Now will come violets blue
And robin-redbreast too
  For it is spring:
So Bluebird build your nest
Safe where your babes can rest
  Warm 'neath your wing.

THE PREACHING FLOWER

MRS. MAURICE E. BURNSTON, 14 East 129th St., N. Y. C.

"Jack-in-the-pulpit"
Is a queer little flower,
That stands straight and tall,
In pulpit-like bower,

And preaches, away,—
'Though he can't speak a word,—
A sermon, as good,
As, 'most any, you've heard;

For flowers, you know,—
By their pretty lives,—say
"I'm doing my best,
To give pleasure, each day."

VIOLETS

NELLIE BURTON BROCK.

Of all the fragrant sweet flowers,
  Violets I love the best;
They are so shy and modest,
  Like a baby-bird who hides in its nest.

They bloom in the early spring time,
  When the robins are calling clear;
And the world so happy,
  For summer will soon be here.

So violets are the sweetest of flowers;
  And to find them one must know,
That away down close to mother earth
  Is where the dear violets grow.



LAURA ROUNTREE SMITH.

April comes with smiles and tears,
Get out your umbrellas, dears,
Then the sun calls, "April fool,"
See the Bunnies go to school,
April has thirty days we know,
See the rainbow-colors glow!
Bunny calls with laugh and shout,
"Better get umbrellas out!"



THE COMMITTEE OF THE WHOLE

CONDUCTED BY BERTHA JOHNSTON

THIS COMMITTEE OF THE WHOLE, of which all Subscribers to the Kindergarten-Primary Magazine are members, will consider those various problems which meet the practicing Kindergartner—problems relating to the School-room proper, Ventilation, Heating, and the like; the Aesthetics of School-room Decoration; Problems of the Physical Welfare of the Child, including the Normal, the Defective, and the Precocious; questions suggested by the use of Kindergarten Material, the Gifts, Occupations, Games, Toys, Pets; Mothers-meetings; School Government; Child Psychology; the relation of Home to School and the Kindergarten to the Grades; and problems regarding the Moral Development of the Child and their relation to Froebel's Philosophy and Methods All questions will be welcomed and also any suggestions of ways in which Kindergartners have successfully met the problems incidental to kindergarten and primary practice. All replies to queries will be made through this department, and not by correspondence.

Address all inquiries to

MISS BERTHA JOHNSTON, EDITOR,
389 CLINTON ST., BROOKLYN, N. Y.

Chairman of the Committee of the Whole:

Is there any specially approved way of dismissing the children from kindergarten? I very much wish that I might have a chance to visit other kindergartens and observe different methods of conducting the circle periods and the table and other exercises.

B. S. J.

The kindergartner in a big city certainly has an advantage over those in the smaller and more isolated villages in that opportunity is usually given by the intelligent supervisors or school boards, to visit other kindergartens or to attend conventions and thus learn invaluable lessons from contact, with and observation of, others. The kindergarten magazines are indispensable to the earnest kindergartners in the smaller communities because they supply to a great extent, the inspiration and information that others can obtain through their regular visiting days.

As for the specific question asked above;--We have personally been most impressed with the dismissal exercise which called the children to the circle after their wraps were put on, and then held each child quietly there, until, one by one, as the director stood silent, in the center, she caught the eyes of each child, who, as he saw her, came forward towards her, and either bowed, curtsied, or shook hands, and then quietly walked away. No word is said during this quieting exercise. Sometimes a child of little concentration, will let his mind and his eyes wander indefinitely until all the other children have gone, when he suddenly realizes this fact, his eyes meet his teacher's steady, kindly, uniting gaze, his attention is held for the moment, he makes his little bow, and he is gone. This quiet goodbye holds the teacher en rapport with each child for a brief interval and those who have tried it feel that the experience is a most beautiful one, and one that they would not willingly forego. It takes a little time, especially at the beginning of the season, when the newcomers do not understand the routine. Some teachers vary this by standing near the exit door and taking the hand of each child in turn, as he passes out. Psychologically, we feel that it is good for the individual child to feel thus, the strong, sympathetic bond uniting it with the Director.

To the Chairman of the Committee of the Whole:

I enclose an Educational Creed that interested me because it seems to express the principles which we kindergartners recognize as fundamental to Froebel's theory of life; the fact that each child's individuality must be respected and developed and that each must be developed with reference to the social order. The kindergarten seems to be the only department of the educational system which definitely gives the child opportunity to practice in daily contact with its companions the social virtues necessary to the ideal State. How can kindergartners help to modify the other department so as to introduce the practice of these important qualities?

AN EDUCATIONAL CREED.

1. I believe in the individual: in the child as father to the man, who is the agent of all progress.

2. I believe that society has a right to demand of every normal man, what ever his wealth, that he shall do something useful, and that instruction in that duty is one of the rights and obligations of the public school.

3. I believe also that every man has his own life to live and personality to develop, and that he has a right to instruction in things that are his own.

4. I believe that no society can permanently govern itself unless men are firmly knit together by a common stock of universal knowledge and of sympathy with each other's burdens.

5. I believe that the highest civilization is possible only as each man developes within himself the best service and the highest ideals of which he is capable and is both free and willing to exercise all his faculties.

6. I believe that the public school, which has possession of all the children, is the controlling agent of progress, and that its policies both reflect and establish the ideals of our times and the limits of our attainments.

E. DAVENPORT,

Dean College of Agriculture, University of Illinois.

P. G.

The Cook County Normal School of Illinois, the Francis W. Parker School, Chicago, and others have experimented along these lines. Little can be done,

however, until public opinion requires fewer children in each class room and a more flexible public school curriculum. If each kindergartner make a point of informing herself about such model schools and sets the ideal before her parents' club, in time the public will make the demand, and the supply will be forthcoming.

To the Chairman of the Committee of the Whole:

In many kindergartens I observe that the chairs are supplied with rubber tips to ensure noiselessness when moved. I can understand that these are desirable from some view points, but it seems to me that the use of the ordinary chairs gives the children practice in thought for others, and in bodily control, since any carelessness in carrying them is distressful to others. Is it possible to have our environment and equipment too perfect for the best good of the children?

N. M.

The adverb "too" negatives the adjective "perfect." Nothing can be too perfect, as it then ceases to be perfect. It is quite possible to supply the children with material and with equipment that is too finished, too detailed, and unnecessarily luxurious. The desirability of supplying the rubber tips to the chairs depends upon the age and number of the children, the number of assistants, the physical condition of the kindergartner and other conditions. In a normal, wholesome kindergarten atmosphere, we would say they were neither necessary nor desirable, because if the children are trained how to rightly carry and move the ordinary chairs, they should make but little noise. But if the enrollment is very large, and the teacher under a heavy strain, any equipment that reduces possible strain upon the nerves is desirable.

ADDITIONAL MOTHER-PLAY SUGGESTIONS

Bertha Johnston.

Which is harder for a parent. To have a child who perhaps is living in a far-away city but is nobly occupied, having the same interests as the home people, or to have a child living right at home, but whose habits are evil and who is a continual cause of anxious care?

What are some games besides "Cuckoo" in which there is separation, and also a united bond? Hare and hounds, with the trail of paper; Among modern inventions the telephone and the "wireless" unite those far separated. What effect has difference in language in separating people? Have the children discuss the value of Esperanto, a common language devised to unite peoples. Has it place in commercial intercourse as stenography has? How about simplified spelling?

An interesting question for debate might be, "Is the development of nationality in Poland, Siberia, and the like, antagonistic to a sense of unity and brotherhood with all mankind?"

In the endeavor to strengthen the power of the child to resist temptation when away from parent or teacher secure the cooperation, by judicious action, of the most manly or womanly child in the class—that is, of the one that the other children look up to.

Denton J. Snider in his extended studies of the great epics of Homer, Dante, Milton, treats them from the standpoint of Froebel's principles of estrangement and return; it might be well to tell briefly the story of Odysseus, his arduous adventures, travels, the long separation from home, but the soul unity with his faithful wife at home, that eventually brought to both the joys of reunion. She was noble and true during his long absence.

Help the children to feel that the liar, the thief, has already separated himself from the common social order, and hence society has to separate him until he so feels the shame and loneliness, that he longs to return to his proper place in the human circle.

Above all, help him to feel that you are truly his friend, and want to help him to be his best self.

THE TEACHER'S PRAYER

Alice A. Clark.

O Father, Thou hast permitted me to shape my education for a wonderful life; Thou hast given unto my teaching this class of impressionable children;

O Father, help me to realize that my personality is greater than my skill, and that all the things they learn from this little stack of books are as nothing compared to what they discover in the tones of my voice, and in the manifold acts which I perform before them every day. When they gaze into my eyes with comprehension clarified with innocence, may they never behold anything impure, dishonest, or unjust.

Let me be firm, O Father, in the maintenance of my decrees, and give me wisdom in the penalties I inflict.

May I never wake to a day when the thoughtless voices of childhood irritate me; when I look upon their faces grudgingly; instead, I pray Thee, let me rise each morning with a pleasant zest for the routine of the day, and with the feeling that I choose my life work happily and wisely.

If one of these little ones rouses a deeper love in my heart than the rest, grant that I may not exhibit the selfishness of favoritism.

When the last class has said good-by, and I too have learned my last lesson in the schoolroom, may I feel that inward comfort which comes from having done one's best, so that no word of praise nor hint of blame will elate or depress me. Even so, shall I help to build the characters of these little ones, and thus shall I make my own soul. Amen.—*Normal Instructor and Primary Plans.*

A HIRED MAN'S NECK

The small boy who was visiting on his grandfather's farm sent his mother the following letter:

"Dear Mother—I am having an awful good time, and have seen lots of animals and an accident. It was an exciting accident. You know Bill Hitchcock, the hired man's neck? Well, he fell in the creek up to it yesterday. Your loving son, Jim."—*Harper's Monthly.*



"The Little Gardener"
E. W. Eddis

[See page 249]

NEW KINDERGARTEN STORIES

THE PRESENT

S. Plessner Pollock

(Continuation of story last sent.)

Every morning after breakfast, the children had a quiet hour with Grandma. This was the name the children gave the instruction time, they spent there. In the quiet house, they did not play or jump around, but sat still and talked together. Grandma talked and the children were allowed to ask questions and have everything explained to them, which they did not thoroly or clearly understand. They were very fond of the quiet hour, for Grandma told them such interesting things and had beautiful books which she had formerly had when she lived in the town and taught school. Today on the birthday of the new baby, books were not to be thought of; there were too many things about this treasure to talk about. "Will little brother play with us?" asked Herman. "Surely when he is older," answered Grandma. "Now he does not understand anything about playing, he can only sleep and drink his milk and have his little body bathed in warm water and stretch his little limbs this way and that and when he is tired, yawn and sleep again." "Can he then, not talk?" Not yet, for awhile he must look about him dumbly and get acquainted with father and mother and then with his brother Herman and sister Gertrude. After awhile he will become wiser and understand when one says a love word to him. Then he will try to make the same sounds and finally to chat as you do!" "Can the baby walk?" "To walk he must also learn as time passes, —at present his feet are weak and would not support his body; he cannot even stand up on them." "Little brother must for awhile be carried and rocked and lie in his little bed." "Did he bring the pretty little cap and ribbons with him when he came into the world?" "He brought with him as a covering for his body only his soft blonde hair." "You know that the human child is born without clothes, not like the dog and cat, with a fur coat. I have already told you that the dear Heavenly Father of the parents to whom He gives a child, expects them to clothe him. People have brains with which to think and study and judge how it is necessary and best to clothe so helpless a little naked body. You know the bird mother covers her birdlings with the warm down from her breast, until they have feathers of their own. The bird has instinct, this takes the place with it, of ability to think. Your mother though, is a wise, loving woman, she gave her new treasure, appropriate clothing—a little shirt, that you once wore, a little sack of yours and one of your little caps—yes, a mother is very loving; from the first day of baby's life, she cares unceasingly for him, therefore it is very natural that the children love mamma so." "Will brother always mind them?" May God grant it! he shall be brought up to be obedient; he shall be taught to obey God and his parents. It is an earnest task (responsibility) which is given to parents when God gives them a child. They must not only care for his body, but also for his soul—that his heart may be filled with God's love. Parents must give their children an understanding of right and wrong, must lead them to the good, punish wrong doing and above all things, set a good example themselves."

"You have also received something to do, my dear children, you must also help with little brother's education." "We? we are so little ourselves." "Yes, you are little, but much older and have much more understanding than little brother. You already have conceptions of right and wrong—you already hear the voice of your conscience. You know many of God's commands. You know about the child Jesus, who loved us first, that we might love Him. You know what you owe your parents, you know what unquestioning obedience is; you must also give little brother a good example, that he must follow."

"Will you do this, my heart dearest?" The children sprang up from their seats and threw themselves into the arms of Grandma. "We will do it," cried out Herman joyfully—and Gertrude added—"Grandma, you must remind us when we forget.

THE YELLOW MARIGOLD AND THE LEOPARD SPOTS

Fannie Louise Burgheim

Once upon a time there was a little yellow marigold who grew across from a big lot where the circus camped every year. One day when all the circus animals passed by on parade, the yellow marigold saw a beautiful spotted leopard, and she immediately thought him the most wonderful animal in the world. Every day she watched him in the parade, and at last when the circus went away she was very sorrowful.

One day, just before winter time, a poor, torn winged, many colored butterfly went from flower to flower begging for a home. All the haughty chrysanthemums and astors sent the crippled butterfly away, but the yellow marigold opened wide her doors to the little sufferer.

After she had cooled his hurt wings, she said, "How did you bruise yourself, little butterfly?" And the butterfly answered, "I tried to stay with the beautiful spotted leopard that belonged to the circus, and I beat my wings against the bars of this cage, but somehow or other I couldn't fly in." "How sorry I am," said the yellow marigold, "because the spotted leopard was very beautiful."

After a while the bruised wings of the many colored little butterfly were healed and he flew away to spin his winter house. Before he left he thanked the yellow marigold again and again and then he said, "Make one wish and I will see that it comes true." The yellow marigold didn't even take time to think. "I want a spotted dress just like the leopard's coat," she wished.

That fall her seeds stirred and stirred in the ground and they wondered if the butterfly would keep her

promise. Very, very early that spring they pushed their little green sprouts up above the earth. All through the lazy summer they grew greener and leafier. At last when fall came around again, the marigold plants were filled with buds.

One sunshiny day in early September all the buds opened, and what do you think?—every one of the many marigold flowers were wearing yellow dresses spotted and splashed with reddish brown just like the leopard's coat.

THE COBFIRE STORIES

BERTHA C. PITMAN.

(Continued from last issue)

The next day Charles took his baskets to the barn, filled one for Hannah's fire and one for his own, and carried them to the house. Then he took Bruno, his dog, and went off to play with some of his little neighbors.

When twilight came, he and his mother sat in front of the fireplace and Charles built another house of his pretty white cobs, lighted the paper and sticks under it and then sat watching.

"Now for our story," said mother, "What picture do you see to night?"

"I see quite a different picture from what I saw last night, mother, for the cobs are burning more slowly.

"The gray smoke over there in the corner looks like mountains, and just below it where the blue flame comes is the lake. The little white specks of the cobs which have not burned are the little sailboats.

"See, there are some little boys in the boats fishing. They are pulling up their nets and have caught some gold fish which they are putting in a pail of water in their boat until they can get home, then they will put them in their fish-globes.

"Now they are taking up their anchors and are sailing home. Back of them it looks like a beautiful sunset.

"See all the different colored lights. There, out goes the red, now the purple is left—now only orange, now that is gone and the blue is left—and there goes the blue and we have only gray.

"Night is coming, for see, the stars are coming out, and now the ashes look like little houses all dark for the night, for the lights are all gone."

"Yes, dear, your picture was very pretty, and now we will say good-night to our fire and go to bed."

For several days Charles did not have any fires, as the weather was getting warm, and they did not need one. But one day it rained hard all day and Charles ran out to the barn and filled his basket with cobs, and made his house to be ready when twilight came.

You see he was a thoughtful child, and did not wait until it was time to want things before getting them, but had everything ready, so that when the time came to need the fire it would be there.

After watching his mother put baby to bed, he said: "Come, dearie, our fire is all ready to light and I want to see what picture I will find tonight."

They went down stairs to the sitting room and sat down in front of the fireplace. The match was lighted and the fire started.

"Your fire does not start very well tonight dear, what is the trouble?" asked mother.

"I think the cobs are a little damp from the rain, and the gray smoke reminds me of this rainy day with no sunshine. See it is just like big heavy clouds in the sky. But look! there comes a wee little flame creeping out from under that smoke, just like the sun coming from under the clouds. Yes, there is more and more, and see, here come some more little flames over in this corner, and those must be the children coming out to play after having to stay in doors out of the rain.

"There is a little girl rolling a hoople, and another jumping rope. And there are two boys playing ball, see the smoke go from one flame to the other, doesn't it look like a ball?

And there goes a big red automobile hurrying along through the mud.

"But these cobs over here are still smoking, as though another shower were coming up. Yes, it is all getting dark again, and the sun has gone under the cloud. I wonder if it will come out again.

"Now I think it is raining, but there through the cloud comes the sun again, and look, mother, back of these gray cobs is the bright fire, and doesn't it look like a rainbow, with all the pretty bright colors?

"See how beautiful it is. Oh! now the sun has pushed its way through the cloud and with so much sunlight our rainbow disappears.

"What is it you have told me—'Rainbow at night, sailors delight'? Well I think the sailors will all be happy for it came just as the sun was going to sleep.

"And now I am off to sleep too, and I hope tomorrow will be a bright sunshiny day, so I can play out of doors with the boys and Bruno."

"Very well, dear, come along. Your stories rest mother very much."

THE LEADER SHEEP

BY MARY E. COTTING

Dorothy Merriman was eating her breakfast of bread and milk when her papa came into the kitchen and asked, "Who knows where Don is?"

Don was the big dog that helped take care of the sheep sometimes.

Dorothy knew that her papa was going to give the sheep some salt; and asked if she might carry the measure of salt to the pasture.

"We're not going to see our sheep in the sunshiny pasture," said papa. "We're going to the cow's pasture; Farmer Foster's sheep have come avisiting and we must drive them home, or he will think that they are lost."

Dorothy thought it was strange that the sheep had come to visit in the cow's pasture and asked her father to tell her all about it.

"Well!" her father said, "the fat leader sheep saw how green the grass looked in the cow's pasture. She

thought the sheep might have a fine feast there; but she didn't know how they could get in.

"She ran to the side of her own pasture which was nearest to the cow's pasture, and the other sheep ran after her. When this wise old sheep came to the fence, she put her head under the lowest rail and tried to push it away. It was too heavy.

"She walked away and waited a little while; then she went back and pushed against the end of the rail with her body. It would not move.

"Then she said, 'Baa!' The other sheep seemed to know that she needed their help, and the whole flock pushed against the fence so hard that the rail fell out. Then in ran all the sheep.

"When I drove the cows to the pasture this morning, there were all those sheep having a party. Now we must tell Don to drive them home."

By this time Dorothy and her papa had reached the pasture; but there were no sheep to be seen. Don went off with her papa to find them while Dorothy stopped to pick flowers.

Down by the brook she heard a noise. She thought it sounded like a sheep bleating, "baa, baa." She ran to find out.

Sure enough there was a fat sheep caught fast between the bushes near the cow's salt trough.

When the sheep heard Dorothy, she cried, "Baa, baa, baa, baa." "I'm coming," said Dorothy. But although she coaxed and showed the salt, the sheep did not move. She couldn't move, poor thing.

What was to be done? Papa was at the back of the pasture, and the old sheep couldn't move. Dorothy coaxed again; then she tried to pull her out, but the sheep's wool was caught fast in the brambles. It was of no use to try any more, so Dorothy sat down to wait for her papa.

Pretty soon he came. When he saw the sheep he said, "We must cut off some of the sheep's coat, then she can get out."

So he reached among the bushes and cut off some wool on one side of the sheep's body.

"Now you must coax her out;" he told his little girl. "She's afraid to move, her wool was caught so fast."

Dorothy called and coaxed, but the sheep couldn't get out. Her wool was caught on the other side, too, so papa Merriman cut off a little more. Dorothy coaxed again, but the sheep would not move.

At last the little girl ran off as fast as she could, and cried, "Baa! Baa." Then out scampered the fat sheep leaving bunches of wool on the thorny bushes.

"Baa! Baa!" cried ever so many sheep, and across the field they all came with Don barking behind them.

When they saw the fat sheep they ran to her and scrambled through the bars of the fence. They were glad enough to have their leader back again.

AN IDEAL COUNTRY SCHOOL

High ideals in sanitary requirements for rural schools are proposed in a bulletin that is distributed through the United States Bureau of Education. The bulletin comes from the Joint Committee on Health Problems in Education, composed of members of the National Educational Association and the American Medical Association.

The general ideal proposed is that "the country school should be as sanitary and wholesome in essential particulars as the best home in the community."

"The school should be located in a healthful place," declares the committee. "Noise should be eliminated; children should not be abliged to walk farther than two miles or ride more than six; playgrounds should be ample and well drained; and the school ground should include a real garden or experimental farm, with trees and plants grouped artistically."

The schoolhouse, according to the bulletin, should be as nearly fireproof as possible. Doors opened outward. A small room for consultations and emergency purposes, and one for workshop, instruction in cooking and preparing refreshments, should be provided.

In the matter of ventilation and heating, the bulletin gives specific suggestions. "Fresh air should be provided through window board ventilators except where the furnace or jacketed stove is used in which case adequate inlets and outlets should be provided. Every school should have a thermometer and temperature in cold weather should be between 66 degrees and 68 degrees F.

Light should be abundant. "The best arrangement," says the bulletin, "is to have the light come only from the left side of the pupil and from the long wall of the classroom. The schoolroom should receive direct sunlight sometime during the day, but the main windows should not face directly south. East or west facing is desirable. In providing shades for windows dark ones should be used at the top of windows to control light on bright days.

"There should be no dry sweeping or dusting," says the committee. "Floors and furniture should be cleaned with damp sweepers and oily cloths. Scrubbing, sunning, and airing are better than any form of fumigation."

The common drinking cup should not be tolerated. Care should be taken that drinking water always comes from a safe source; drinking fountains, located just inside or outside the schoolhouse, with sufficient pressure for running water, should be provided. That "water for washing should be easily accessible and should be utilized always after using the toilet and before eating seems little enough to ask, but many schools are found to be lacking in this respect."

The bulletin speaks at length upon sanitary toilets. If there is no water system, separate closets for boys and girls should be at least 50 feet from the schoolhouse in different directions.

Copies of the full set of requirements may be had free by writing to the Commissioner of Education, Washington, D. C. County superintendents of schools and county boards of education may obtain a sufficient number to supply all their teachers and school committeemen.

It is better to be sure than sorry.

HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

DEAR RURAL TEACHER.—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

APRIL

What is the name of the new month?

To which season does it belong? How many days in this month? What is April sometimes called? (the rainy month). In what ways are the rains especially beneficial? All nature is robed in green. "April showers bring May flowers."

Give the names of some of the earliest spring flowers.

If possible bring into the school-room the Bermuda lily for study. Call attention to the shape of the leaves, the shape of flower, color, odor, and uses of the different parts. Show the pupils a bulb from which the lily grows. The children will bring bulbs of various kinds for study.

Bulbs of different kinds may be modeled in clay. They may be used also as models in drawing, first in a dry state, then with sprouts, and also with sprouts and roots.

Make an April calendar using the lily for decoration.

"I love you, beautiful lily,
Made of the sun and dew;
I wish that my heart could always
Be spotless and pure, like you."

* Easter Suggestions.

The children will enjoy cutting eggs, cross-shaped bookmarks, rabbits, chickens, and Easter lilies. Many of these may be used for decorating Easter booklets, or may be cut larger in pairs, daintily decorated and tied with jellow ribbon, forming booklets.

Each child should make a small box or basket of white cardboard. We suggest for Friday afternoon, preceding Easter an Easter egg hunt. Purchase a quantity of small candy eggs of various colors. At the noon or recess hour, hide these in many places about the room. Allow the children to hunt till each fills his basket or box.

These are to be taken home with his other Easter work.

THE RABBIT.

Bring a rabbit into the school room for study.

Outline for study.

Covering—Are all rabbits the same color?

Is the color a protection? Does the color change in winter?

Movements—Notice the difference in length of legs. Are the movements fast or slow? How do they sit?

Ears—Large or small? How held and why?

Home and Food—The food is principally leaves of cabbage, lettuce, turnips, and beets. Corn and apples are also eaten. The home is called a burrow, and may be deep in the ground, or in stumps or hollow trees.

APRIL POSTER.

Give each child a sheet of drawing paper about 12x18 inches. Make cuttings to represent hollow trees and bushes. With brush, crayon, and pencil make rabbits sitting and running.

PICTURE STUDY.

"The Litle Rabbit Seller."—This painting by Meyer Von Bremen, a German artist, would be an interesting study in connection with the above. The artist took great pleasure in bringing happiness into the lives of the poorer children of his country.

The children will find it an attractive picture. In response to the question, "What do you see in the picture?" will be, I see six children and a basket containing four rabbits. We think the rabbit seller is a poor girl as she is barefooted. Does she seem to love her pets? Why do you think she wishes to sell them? What time of day do you think it is? Probably in the early morning, as one child has a book satchel.

Notice the queer houses built of stone and wood surrounded by a fence built of rails.

She will feel happy if she can sell her pets that she may buy food and clothing.

LANGUAGE OR READING DEVICE

Place a large number of toys in a box or covered basket, and allow the children to take turns in grabbing.

Have each give sentences about the object drawn. What is its shape? Color? Size? Of what material is it made? Other similar questions may be given suitable to different articles drawn.

Write the names of the objects upon the board, and for seat work have each child draw or cut the object, and write two or more sentences describing same.

NUMBER WORK.

Purchase a box of toy money. This will be twenty-five cents well invested for its real teaching value as well as a helpful busy work device.

Tell the children they are to have a real store, and ask them to bring a few apples, other fruits, nuts, and vegetables, also cards, booklets, pencils, and toys. Mark prices upon them. Select the pupil most apt in figures to act as store-keeper. The buying may be managed in a variety of ways. We suggest the following,—John, "Here is a quarter." "You may buy three apples, and be sure you return with the correct change." State the problem, and if an error occurs, it is to be corrected.

Politeness and business-like methods may be

taught to children in connection with this work which will be beneficial to them, and will lessen the annoyance that is caused by children handling articles with soiled hands, and also spending much time in purchasing a small article. Show windows are for that purpose, and are usually attractive.

SANITATION.

April is the month of rainy weather, and in consequence the roads and playgrounds will be muddy. Teach the children the hygienic effect of the proper care of the feet, also of breathing dust. Remember every one must breathe the dust if all are not careful in cleaning the feet.

No child should be allowed to sit with wet feet. Allow such pupils to sit near the stove till dry. Many children have thus weakened an otherwise strong constitution, and lessened the resistance to disease later in life.

The drinking water and manner of drinking should receive attention. Use no water that has stood for some time in the room in an open pail. Caution the children in reference to drinking when overheated from vigorous exercise.

"A busy time is the fresh, bright spring
For birds and bee and for flowers;
There's work for each in its own little world
And joy just the same as in ours."

The hard little seed
Hidden away deep, deep, deep,
Lay fast asleep.

Said the winds:—
"Wake up and begin to grow;
The world needs many flowers—you know."

But the seed lay quite still
In its dark, little cell
Till there came a warm-weather spell.

Said the sun:—
"Wake up and begin to grow;
The world needs many flowers—you know."

Then from the dark, little cell
There crept a stout little sprout
Down into the soft, brown earth;
And up, up into the air
Reached the baby-plant so fair.

The Campus Beautiful fittingly describes the physical environment of the University of Virginia Summer School. Every inch of ground in Charlottesville and the immediate surroundings is historical. Monticello overlooks the campus. The residence of Madison and Monroe are part of the University buildings. The rooms of Edgar Allen Poe and Woodrow Wilson, used by them when at the University, face the handsome new Education Building. Great men and famous women have passed over and lingered on the unique campus. Practically every type of Greek temple is represented in the classis quardrangle. Every building is of Grecian or Colonial architecture. Living here is like enjoying dreams of Athens and the Acropolis.

SPRING DAYS

OLIVE WILLS

"Make me over Mother April
When the sap begins to stir."

The children are all awake and interested in birds and bird life, of the birds and all the indications of opening spring. Windy days and the many spring sports.

The drawing and painting of birds is a great pleasure in the school room and so many good bird studies are to be found in magazines and various cards giving a wide range of study of both foreign birds and those of our own climate. Not only draw, cut and paint birds, but study something of their habits and life, the eggs, the nest or home.



Fig I



Fig II

Here the teacher may give some good talks on the care and love of birds, read and illustrate some bird poems or stories. In the higher grades pupils may make bird booklets, of several birds or choose one and have the children find out all they can about this one bird, then write a short composition illustrating it all thru. For example we will say the woodpecker has a red spot of feathers on the top of the head. This is followed by a small sketch of the bird's head. Fig. 1. The beak is long, strong and sharp, well fitted for its special use. Fig. II. Continue so on the wings, the body, the feet. Finish by a full painting. The cover may be made very attractive. Here are given two suggestions, Fig. III, IV. I have seen some in borders across the top or a bird claw repeated as a border all around the edge. One pleasing unit was fig. V.

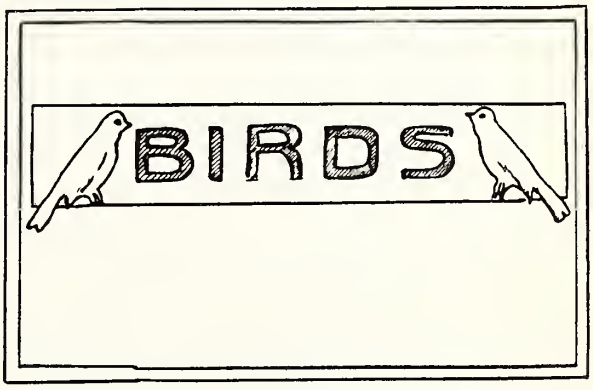


Fig. III

This bird study is also excellent opportunity for clay work. The clay is inexpensive, 5lbs. for 25c. This is plenty for a large room. The same clay may be used many times. Put the dry clay into a stone jar and pour over enough water so when well dis-

solved it can be kneaded and moulded into a bread-like loaf, cut it into small pieces for each child, with a stout twine. A clean paper on each desk to work on. This also may be used again. Break off enough clay

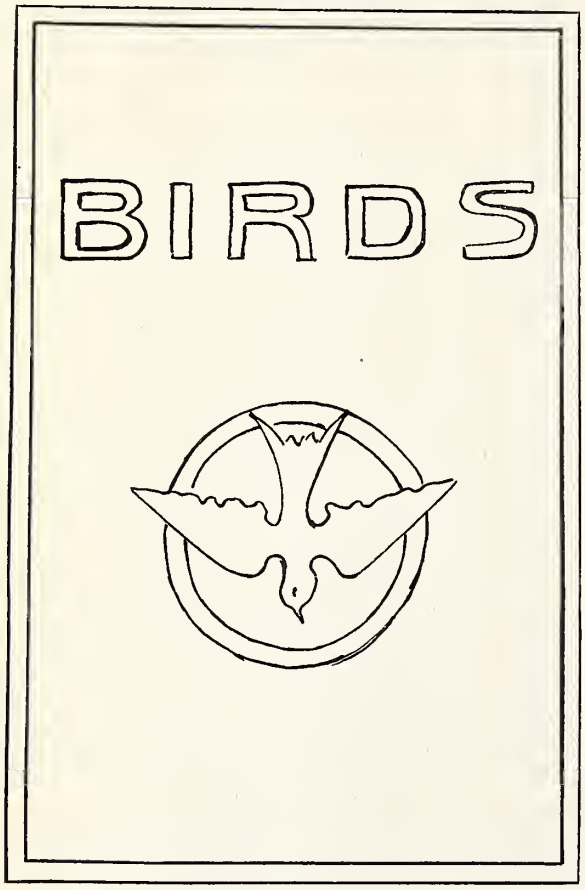


Fig. IV

to make about a 2 inch ball. With the fingers, not the palms of the hands, model the ball. This is a good foundation for almost anything you are going to make. Now we are going to make a nest, we will suppose the class has previously made spherical and cylindrical objects, apples, plums, pears and pitchers. For the nest hold the ball with the fingers of both hands and press the thumbs in, turning slowly all the time to model the walls of the nest. For the bird gradually model the ball into an ovoid form, then press and pull out the clay to form the head, then the tail. As far as possible, do not add parts in your clay work, it is difficult for children to work the parts onto the whole so they will stay. Use tooth picks where a tool is needed to smooth off or press in in small places. This month when we study the nest, the home of the bird, we will also draw the home of the dog, the chicken and our own homes. The following verses from the "Applied Arts Drawing books," are pleasing suggestions:

"The birds as happy
As happy can be,
Build a nest like this
In the apple tree.

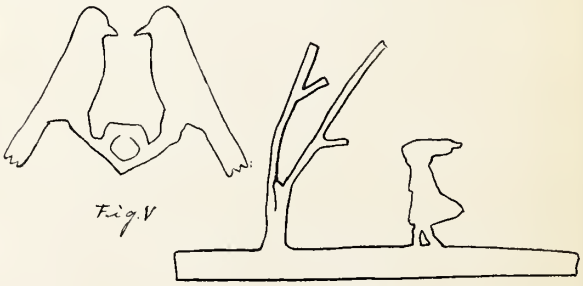
In a home like this
The little chicks abide,
At night beneath wings
Spread warm and wide.

When you make a place
For a dog to rest,
A house like this
Is the very best.

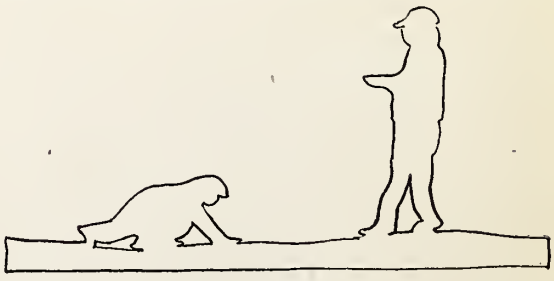
In a larger house
Built much the same way,
The boys and girls with
Their parents stay.

In our land
In an earlier day,
The homes were made
In Indian way.

Spring sports and stories of a windy day may be illustrated both with pencil and with scissors. Discuss the action, the portion of figures and the proportion of different parts of the picture. In the windy day stories, care must be taken that all the parts are blowing in the same direction. One day a drawing was found where one tree was was going in the opposite direction from the others, when the child's attention was called to this he quickly replied, "Oh, that tree has just come back getting ready to blow



over again." In the illustration here given, Fig. VI, note the little girl's figure is pressing against the wind, while her dress and hair blow in the direction



the tree is swayed. Fig. VII, boys playing marbles. Illustrations here given are the work of Primary grades.



PICTURE LANGUAGE STORY FOR APRIL

INDIVIDUAL TESTS IN THE KINDEDRGARTEN

ETHEL BUSHNELL, Long Beach, California

The purpose of individual tests in the kindergarten, is that the director may know for each child how he varies from the normal condition for his age, in all the growth processes. I have been able to do this only in a small way in my experimental work, because of the insufficient data on record upon which to determine norms for the ages four to six years.

Although the norms I have used in physical and mental tests (computed largely from the data of Whipple and McDonald) have been inadequate in placing each child in his standard relation to children of thesame physical age in height, weight, sense development, general intelligence, etc., the tests I have carried on for three years have served two purposes: (1) they have increased the data for determining norms for children, especially in this locality, and (2) they have shown the balance or lack of balance within the child's individual development.

The individual record of each child shows:—

(1) General remarks pertinent to health and development;

(2) His physical age, his height, weight, and head measures, and general condition of sense organs;

(3) His mental age as determined by the Binet-Simon tests;

(4) The teacher's estimate of the type of child, and of his relative standing in the group in general intelligence, self-control, independence and initiative; group organization, attention and application, motor co-ordination, sense discrimination, hand work, rhythm, and music.

The complete record blank for the child is as follows:

DAISY AVENUE SCHOOL. LONG BEACH, CALIFORNIA

Record for . . . . . .Date of entrance.....

1. GENERAL REMARKS.
   Color?
   Places of residence?
   Sleeping arrangements—with whom, in the same bed? With whom, in the same room? ventilation?

II. PHYSICAL RECORD	(a) Date..	(b) Date..	(c) Date..
Age			
Height standing. . .			
Height sitting. . . .			
Head circumference 1*			
Head circumference No. 2			
Welght.			
Eyes			
Ears			
Nose			
Throat.			
Speech.			
III. BINET MENTAL TEST Age.			
IV. TEACHER'S ESTIMATE.			
TYPE OF CHILD::			
RELATIVE STN'D!			
General intelligence			
Self-control			
Independence and initiative.			
Group organization			
Attention and application.			
Motor co-ordination			
Sense discrimination			
Hand work			
Rhythm			
Music.			
Remarks.			

*Head circumference 1 means the circumference around the skul; 2 means in front of the ears.

::M—motor; S—sensory; Ms—mixed type, motor predominant; Sm—mixed type, sensory predominant;MS.—mixed type, balanced motor and sensory.

!A—excellent; B—good; C—mediocre; D—poor.

The record blank used for the Binet-Simon tests is as follows:*

Record for . . . . . .

TEST AGE.	(a) Date..	(b) Date..	(c) Date..
4 year tests.			
1. Sex.			
2. Naming objects. . .			
3. Repeating 3 numerals.			
4. Comparison of lines			
5. Repeating 10 syllable sentences			
5 year tests.			
1. Comparison of weights.			
2. Copying a square .			
3. Divided rectangle . .			
4. Counting four.			
5. 12-14 syl. sentences			
6. Questions of comprehension			
6 year tests.			
1. Right hand, left ear			
2. Esthetic comparison			
3. 16 syllable sentences			
4. Definition of objects			
5. Execution of three commands . . .			
6. Age.			
7. Morning or after'n			
7. Year tests			
1. Omission from pict's			
2. Number of fingers.			
3. Writing from copy.			
4. Copying a diamond.			
5. Repeat'g of 5 num'ls			
6. Description of pic's			
7. Counting 13 pennies			
8. Naming 4 coins			
8 year tests.			
1. Read'g for 2 mem'ies			
2. Counting value of.. stamps			
3. Naming 4 col's 6 secs			
4. Counting 4 colors..			
5. Writing from dictation			
6. Comparison from memory			

*The writer used these tests under the direction of Dr. Lewis M. Terman of Stanford University, a well-known critic of the Binet-Simon tests, and author of supplementary tests of standardization.

The following tabulated record for the promotion group is each term sent to the first primary teacher, to the principal's office, and to the superintendent's office. An individual statement is sent home in the form of an attractive promotion card. The data is also on file for consultation with parents at any time.

RECORD OF PROMOTION GROUP

Daisy Avenue School, Long Beach, Cal.

For the term . . . . . .to.....

. . . . . Teacher

TEACHER'S ESTIMATE ::

Name of Pupil
Physical age at promotion
Binet test age
Type of child*
General intelligence
Self-control
Independence and initiative
Group organization
Attention and application
Motor control and co-ordination
Sense discrimination
Hand work
Rhythm
Music
Remarks

1. . . . . .
2. . . . . .
3. . . . . .
4. . . . . .
5. . . . . .
6. . . . . .
7. . . . . .
8. . . . . .
etc. . . . . .

*M-motor; S-sensory; MS-mixed type, evenly balanced; Ms-mixed type, motor predominant; Sm-mixed type, sensory predominant.

::A-excellent; B-good; C-mediocre; D-poor.

In fairness to teacher in the ranks, who are struggling as I am with this kind of work, I must say that my tests on some 150 children have proven the Binet-Simon tests inadequate as mental standard tests for California American-born children from four to six years of age. They take a great deal of time and do not prove accurate enough to warrant the effort. They rate the average child mentally a full year ahead of his physical age. They are fairly accurate in showing *tendency*, i. e., *relatively* they bear out the teacher's estimate of the excellent, good, mediocre, and poor child; but the test age established is a year too high. For example, the average California child of five and a half answers very intelligently questions of comprehension into the eight year tests. Only by testing thousands of children of these ages all over the country can it be determined whether this is true *only locally*, or whether *generally* American children require more difficult, more inclusive, or different types of tests from these established by the Binet-Simon method of procedure.

Tests in the future will, I feel confident, of necessity be of two types:—

(1) Individual tests of scientific accuracy for establishing norms; and

(2) More general tests, based upon the former, for the common working use of the teacher, which will economize time by adaptation to groups instead of to individuals wherever possible, so that they may naturally find a place in the kindergartner's program, and thus come into *general use.*

Report made to I. K. U. Child Study Committee.

FORM BOARD TEST

JULIA PEPPER, Director of Kindergartens, Providence, R. I.

PURPOSE.

The purpose of the test was to measure the ability to see and act, of both kindergarten and non-kindergarten trained children, to determine which have greater efficiency.

MATERIALS USED.

The tests were made with the use of a Form Board (Vineland type) and a stop watch. The board is large, measuring 13½x18½ inches, and is recessed to hold ten blocks of different geometrical design. The blocks to be fitted into the recesses are 3¼ to 6½ inches in size.

The board can be purchased from C. H. Stoelting Co., 121 North Green Street, Chicago, Ill., price $2.80, number of board, 78002.

CHILDREN TESTED.

The children tested were those who had attended kindergarten one full school year and the children who had entered the first grade without kindergarten training.

The tests were made the last two weeks of the term, with the kindergarten pupils, and the first two weeks of the following term, with the primary children. Six years was the average age of the pupils.

Ninety normal childen were examined, forty-five each from the kindergarten and first grade, or ten per cent of the number that entered the primary school the first two weeks of the term, which began January 26, 1914. Children of the same nationalities and from the same range of homes were compared.

NATIONALITIES EXAMINED.

American, Jewish, Swedish, Portuguese, and Italian.

METHOD EMPLOYED.

The test was made in the following manner: When the child entered the room for examination he found the Form Board (or game) placed on a table with the blocks piled at the right-hand side of it. He was directed to fit the blocks into the board. Accurate time was kept with the stop watch from the instant he took the first form in his hand until the last one was placed. The blocks were removed and the act repeated three times with the right hand, three times with the left, and three times with both. The results secured in these three ways were averaged and the pupil's record obtained.

THE RESULT.

The following statistics make evident the fact that the kindergarten trained children have greater rapidity and accuracy of movement than those who have not received such training:—

STATISTICS

KINDERGARTEN

Three Trials				
Right Hand Sec.	Left Hand Sec.	Both Hands Sec.	Nationality	Children
			American	..
			Jewish	..
Average length of time expended				
29	27	24	Swedish	..
			Portuguese	..
			Italian	..
Shortest length of time expended by one child				
18 1-3	19	18 1-3	American	..
Longest length of time expended by one child				
43 2-3	36	29 2-3	Italian	..
Shortest length of time expended with one hand				
18 1-3	..	..	American	..
Shortest length of time expended with one hand				
..	18 2-3	..	American	..
Shortest length of time expended with both hands				
..	..	17 1-3	Italian	..
Longest length of time expended with one hand				
46 1-3	..	..	Jewish	..
Longest length of time expended with one hand				
..	41	..	Portuguese	..
Longest length of time expended with both hands				
..	..	35 2-3	Portuguese	..
Total number of children tested				
..	..	..	.....	45
Number that expended 60 seconds or less with the right hand, left hand, both hands				
..	..	..	.....	45
Number that expended 30 seconds or less with the right hand, left hand, both hands				
..	..	..	.....	30

——NON-KINDERGARTEN——

Three Trials

Right Hand Sec.	Left Hand Sec.	Both Hands Sec.	Nationality	Children
			American	..
			Jewish	..
Average length of time expended				
76	43	36	Swedish	..
			Portuguese	..
			Italian	..
Shortest length of time expended by one child				
42	26 1-3	24 1-3	Portuguese	..
Longest length of time expended by one child				
286 1-3	62 1-3	54	Portuguese	..
Shortest length of time expended with one hand				
35 2-3	..	..	Jewish	..
Shortest length of time expended with one hand				
..	26 1-3	..	Portuguese	..
Shortest length of time expended with both hands				
..	..	24	Portuguese	..
Longest length of time expended with one hand				
286 1-3	..	..	Portuguese	.. ..
Longest length of time expended with one hand				
..	189 2-3	..	American	..
Longest length of time expended with both hands				
..	..	78 2-3	American	..

Total number of children tested 45

Number that expended 60 seconds or less with the right hand, left hand, both hands 26

Number that expended 30 seconds or less with the right hand, left hand, both hands 0

The kindergarten trained pupils accomplished the work in about one half of the time expended by the non-kindergarten trained children.

——FIRST TRIAL KINDERGARTEN——

Right Hand Secs.	Left Hand Secs.	Both Hands Secs.	Nationality	Children
			American	..
			Jewish	..
Average length of time expended				
35	27	25	Swedish	..
			Portuguese	..
			Italian	..
Shortest length of time expended by one child				
22	21	19	American	..
Longest length of time expended by one child				
37	50	44	Jewish	..
Shortest length of time expended with one hand				
19	..	..	Italian	..
Shortest length of time expended with one hand				
..	19	..	Italian 1	
			American 2	
Shortest length of time expended with both hands				
..	..	16	American	..
Longest length of time expended with one hand				
64	..	..	Italian	..
Longest length of time expended with one hand				
..	50	..	Jewish	..
Longest length of time expended with both hands				
..	..	44	Italian 1	
			Jewish 1	

Number that expended 60 seconds or less with the right hand, left hand, both hands 43. .. ..

Number that expended 30 seconds or less with the right hand, left hand, both hands 12

——NON-KINDERGARTEN——

First Trial

Right Hand Sec.	Left Hand Sec.	Both Hands Sec.	Nationality	Children
			American	..
			Jewish	..
Average length of time expended				
146	47	37	Swedish	..
			Portuguese	..
			Italian	..
Shortest length of time expended by one child				
36	34	32	American	..
Longest length of time expended by one child				
685	96	71	Portuguese	..
Shortest length of time expended with one hand				
36	..	..	American	..
Shortest length of time expended with one hand				
..	27	..	Portuguese	..
Shortest length of time expended with both hands				
..	..	21	Portuguese	..
Longest length of time expended with one hand				
685	..	..	Portuguese	..

Longest length of time expended with one hand .. 112 .. American ..

Longest length of time expended with both hands .. .. 75 Italian ..

Number that expended 60 seconds or less with the right hand, left hand, both hands 16

Number that expended 30 seconds or less with the right hand, left hand, both hands 0

The kindergarten trained pupils accomplished the work in less than two fifths of the time expended by the non-kindergarten trained children.

The suggestion for the use of the Form Board came from Prof. Earl Barnes and this report was made to the I. K. U. Child Study Committee.

In the course of an inquiry regarding several groups of children at all ages from six to seventeen, tests were made of the power to discriminate weight and color. In the one case a series of ten weights, identical in size and shape, weighing 84 grammes, 86 grammes, etc., were submitted to the children, who were asked to sort out all those of exactly the same weight as one of 82 grammes. In the other case a series of ten shades of red, varying progressively in darkness, had to be sorted out in relation to one slightly lighter than the lightest of the series. The following table shows the number of grammes difference which was required in order that the median child should perceive a difference in weight, and the smallest number of differences in shades required in order that the median child should perceive the difference in colour.

Age.	Weight.	Colour
6	14.8	9.6
7	13.6	9.0
8	11.4	8.3
9	10.0	6.3
10	8.8	5.4
11	8.6	5.4
12	7.2	5.1
13	5.4	4.6
14	5.6	4 7
15	6.8	4.4
16	6.6	4.3
17	5.8	3.9

These figures show very strikingly the obtuseness of the child's senses up to the age of eight, and suggest grave doubts as to the theoretical substructure of Dr. Montessori's scheme of sense training.

But the argument against the view that sensory activity is predominant in the child from three to seven need not rely on experimental investigation. The absurdity of it should be obvious to any unbiased observer of young children. It is simply not the case that the normal child of three (not to mention the child of seven at all) is preoccupied with sensory stimuli. One has but to think of the range and variety of his questions, the vigorous flights of his imagination—above all, his ability to construct and use intelligently, not merely simple, but complex sentences, to realize how far he has risen above the sensory level on which Dr. Montessori assumes that he still moves. So far from the activity of the senses being the characteristic feature of early childhood, it is a mere incident in a larger intellectual life, which has as its most noteworthy expression a surprisingly rapid progress in the mastery of language.



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39 Long-billed Marsh Wren
41 Screech Owl
42 Orchard Oriole
43 March Hawk
47 Indigo Bird
48 Night Hawk
49 Wood Thrush
50 Catbird
51 Yellow-throated Vireo
52 American Mockingbird
54 Ring-billed Gull
55 Logger-head Shrike
56 Baltimore Oriole
57 Snowy Owl
58 Scarlet Tanager
61 American Bald Eagle
63 Mallard Duck
65 Canvas-back Duck
66 Wood Duck
68 American Woodcock
76 Skylark
78 Evening Grosbeak
79 Turkey Vulture
81 Summer Yellow Bird
82 Hermit Thrush
83 Song Sparrow
84 Yellow-billed Cuckoo
85 Ruby-throated Humming Bird
86 House Wren
87 Phoebe
88 Ruby-crowned Kinglet
89 Mourning Dove
90 White-breasted Nuthatch
92 Goldfinch
93 Chimney Swift
95 Yellow bellied Sapsucker
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112 English Sparrow
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Primary Magazine

THE KINDERGARTEN

VOL. XXVII, No. 9 — MAY, 1915

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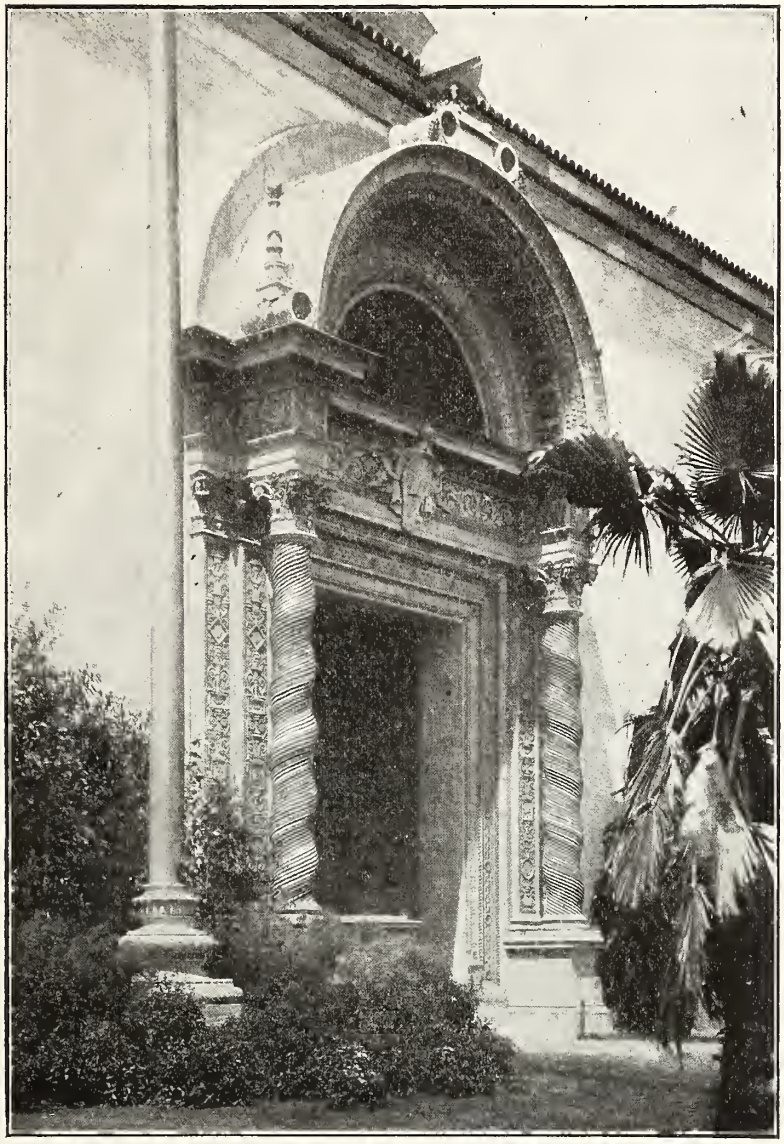
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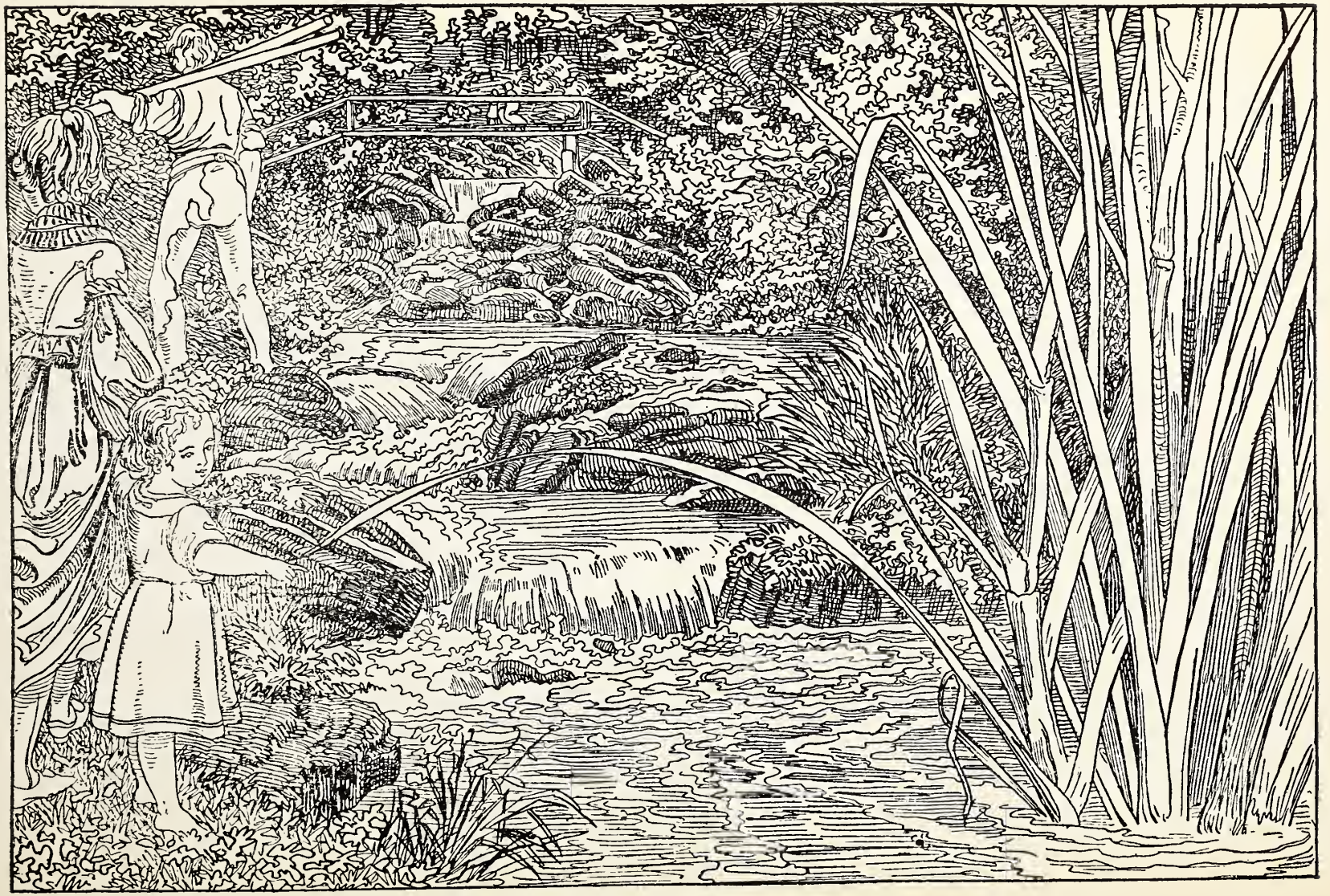
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Panama Pacific Exposition, San Francisco, Calif.



THE BRIDGE—MOTHER PLAY PICTURE (See page 276)



THE KINDERGARTEN
—PRIMARY—
MAGAZINE



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MAY, 1915. **VOL. XXVII—No. 9**

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Inside Inn, Exposition Grounds, Panama-Pacific International Exposition.

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Twenty-second Annual Convention of the International Kindergarten Union, San Francisco, California, August 16 to 22, 1915.

PLACES OF MEETING

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Festival Hall, Exposition Grounds.
Civic Center Auditorium, San Francisco.

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MONDAY, AUGUST 16

10 A. M. Board Meeting. Inside Inn.
2 P. M. Board Meeting. Inside Inn.
8 P. M. Meeting of Committee of Nineteen. Inside Inn.

TUESDAY, AUGUST 17

Municipal Auditorium, Oakland, Cal.

The I. K. U. meets in conjunction with the Kindergarten Section of the N. E. A.
President, Miss Anna M. Stovall, San Francisco, Cal.
Vice-President, Miss Myra M. Winchester, Washington, D. C.
Secretary, Miss Anna I. Jenkins, Pasadena, Cal.
9.30 A. M. Subject, "Some Immediate Concerns of the Kindergarten."
Industrial Arts.
Child Study.
2 P. M. (Joint Session with I. K. U.)
Subject, "Wider Relations of the Kindergarten."
Kindergarten and Elementary Grades.
Kindergarten Legislation.

(Continued on page 282)

GENERAL SUGGESTIONS FOR MAY PROGRAM

By JENNY B. MERRILL, Pd. D.

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Dear Kindergartners:

We will plan to have an out-of-door kindergarten for the rest of the term, shall we not?

It will quiet our nerves and the children's. How can any one be other than restless if kept in doors during this wonderful month of May, if, indeed, it is an ideal May? Sometimes, it is true, there are disappointing May days when long rains and chilly days send us gladly indoors. But such contrasts make the sunshine all the brighter when it comes.

It is only *you* who can find the spot in *your* school compound, or near it, where the big boys of the school will carry the tables.

Each child will carry his own little chair back and forth. Perhaps you will only need chairs for the story hour under the trees. Perhaps you will only play games out-of-doors. So much depends upon *you* and *your* environment that I can only attempt to suggest.

We are trying this year to make problem programs, and it is *your problem* to plan this month for *all possible out-of-door work* as you probably began to do last month. Will you send me a report of your success?

Remember it is not only to bring the child in touch and tune with *nature* that we wish to have an out-door kindergarten, but it is also in the interest of health. Fresh air and sunshine are the great germ killers.

We hope that the very full and able report of the committee on hygiene of the I. K. U., Miss Catherine J. Tracy, chairman, which was published in this magazine in January and February has been carefully read by you.

The excessive use of the piano in the kindergarten was mentioned in this report as one cause of nervous strain. This will surely be avoided out-of-doors!

In out-of-door work, especially if hand work is attempted, the danger to the eyes of sun-glare and speckled shadows must not be overlooked.

Note what interests the children out-of-doors rather than what interests you. Remember we are planning to recognize the individual and to develop initiative. Yet you are the leader tho you follow. Do not hesitate to suggest frequently.

But nature will write herself upon the child's soul even without your help. Your part is to see that the child is not "shut in" more than is necessary.

Those who have near access to woods or gardens will, perhaps, be able to say, as one kindergartner did last year, "We have gathered 36 different kinds of twigs, plants and flowers," or with another, "During the early days of May the children dug in the garden bed and prepared the earth for planting. Soon after they planted lettuce, beans, peas, radish seeds, corn, nasturium, sunflower seeds, sweet peas and grass seed," or, with another, "We made May baskets and went to the woods to find wild flowers to fill them.

The gay May pole will be your month's delight, and you will sing and dance around it during game time for many days, but one day *you* will have a fine May party and I hope the parents will come to enjoy it with you and their little ones.

Possibly some mothers will help beforehand in making suitable decorations. Let spring colors rule rather than the patriotic red, white and blue. Reserve flag colors for Memorial Day towards the end of the month, but in the May pole trimmings, seek for light greens, yellows, pinks and violets to keep in touch with spring flowers.

Do not forget the tissue paper wreaths for each child. I would not have a king and queen, but rather let every child have a wreath.

All American children are kings and queens. Jealousy springs so quickly especially when comparatively ignorant mothers nurse it in the home. My child is queen! yours wasn't chosen.

Yes, many talk that way, altho it is hard to believe.

Let all the children be good fairies and possibly dress them as flowers and brownies.

I attended a May festival once in Van Courtlandt Park where the little ones were all dressed to represent flowers. Very simple colored paper caps with green skirts of some inexpensive material, as cheese cloth, is all that is needed.

Find an artistic friend if you need help to suggest the patterns for caps. The boys were dressed as Brownies.

Children do love to dress up and occasionally it is worth while to gratify this instinct in some school festival, no one more appropriate than May day with its historic associations and its ever fascinating May pole.

PRACTICAL SUGGESTIONS BY WEEKS. MONTH OF MAY

DR. JENNY B. MERRILL

CONVERSATIONS ON THE NEW MONTH, (MAY 3-7.)

(A) THE NEW MONTH.

Its pretty name. Teach

"March winds and April showers
Bring forth May flowers."

(*b*) *May baskets.* What are they. Show one. Tell story of children gathering flowers for their baskets in the woods. Tell of hanging them on friends' doors for surprises.

Shall we do it? How? Let children make suggestions. Use their own ideas so far as possible. Show several baskets.

(c) *The May-pole.* Let the children tell what they remember of the May pole of last year either in kindergarten or in parks. Shall we have a May pole this gestions. Use their own ideas as far as possible. Show several baskets.
year? How? What pole can we get? How can we trim it? Shall we learn a song to sing as we dance? Teach one selected carefully from such books as you have access to. See list below.

Children love to communicate. These topics will call forth lively talking and language will improve through interesting topics.

EXPRESSION IN OCCUPATIONS AND GIFTS

After the conversation lead to *expression* in some way, using gifts and occupation materials as the children choose or as you direct, sometimes one way, sometimes the other.

MAY BASKETS

1. *Folding* colored squares or circles to form simple baskets. See if children can suggest ways. How can we put on handles? What will we need? If there are no real flowers readily found, cut circles of tissue paper and let children fold to find center and then twist into a flower, cutting also a few green leaves to mingle with the violets, roses, or buttercups as children may call the bits of twisted paper, according to their colors.

If any children think of *stems*, lead them to suggest ways to make them, or show them how other children have made them by twisting strips of green tissue paper.

Thinking before hand with a purpose or motive to guide is the exercise needed for mind development.

Even to think about it *a very little* beforehand is worth while—so as not to depend wholly upon adult direction.

There is no objection to making May baskets for several days if the interest keeps up. New shapes may be suggested, new colors, other flowers, etc.

Very slight variations interest children, and repetition is thus secured until a better result may be reached.

It will be a second problem to decide what to do with our May baskets. Whom shall we surprise? Where shall we hang them?

2. *Making miniature May-poles* for the sand table may precede the larger pole or come later. Invent simple ways of doing this. Cut paper dollies to hold the paper or worsted streamers.

3. *Drawing.* The children will enjoy showing on the blackboard how the May pole looked last year. Later they may try to copy the new one.

This gives excellent practise in drawing a vertical line for the pole and slanting lines for the ribbons. Let the children choose their crayons. Some little artists will not hesitate to draw a child holding each ribbon.

Some may draw the streamers extended, or again hanging down. Call those who draw best to use the blackboard so that all may see them work. Do not tell them they are "models", but *helpers*. Let the children walk around the table to look at each other's drawings.

4. *Making colored paper ring-chains* for streamers.

5. *Making daisy chains* for streamers.

6. *Cutting* strips of colored cheese cloth for streamers.

EXPRESSION OF JOY IN GAMES AND DANCES

Skipping around the pole. Skipping in and out to and from the pole. Waving the streamers, then dropping them. Teach a simple dance step.

Children of kindergarten age love to hold, shake and wave the streamers. They should not be expected to braid them, though they may wind them to see the colors blend, then unwind.

Review any games children call for. Play garden games. After working in the garden, make garden tools.

May 10—14. Conversations and stories about the *May pole* may be continued if the interest leads that way, but if the kindergarten is out-of-doors, *nature* may lead.

Birds, trees, nests as well as *flowers*, or it may be the garden or the farm work that attracts. Have *pictures* of these objects to put in the hands of each child if the real things are not in their environment. Let each child tell what he sees in his picture. Concentrate attention upon a few objects. It matters not which, so long as they are *worth while* and *interest.*

Expression in Games, Rhythms, etc. Continue May dances.

Imitate motions of garden tools.
Imitate motions of spring toys.
Play up and down for see-saw.
Play push for swinging.

EXPRESSION IN WORK.

1. *Brush Work*—Colored ribbons.—Paint the May pole. Paint flowers. (See suggestions for brush-work given below).

2. *Clay Modeling.*—Nests, bird's eggs, baskets, flowers, vases, balls, hoops, marble.

3. *Sand Table.*—Represent a May party with paper dolls.

4. *Paper Cutting.*—Cut dollies for May pole on sand table. Cut farmer's tools. Cut birds and flowers.

5. *Drawing.*—Free expression.

STORY WEEK. ANIMALS. MAY 17-21.

Patsy the Calf.
Billy Bobtail.
Little Red Hen.
Little Raindrop. (Review).
Baby Ray.
Nursery Rhymes of Animals.

It may be of interest to concentrate for a week on stories of animals or scatter them thru the month. Begin with the animals near at hand. Any one is of interest to a child.

Play barn yard in the circle.

Imitate sounds. Children love to do it, first one at a time, then all the various animals "talk" at once.

How the little ones respond. They love noises!

EXPRESSION IN GAMES.

Play animal games as called for. Teach a new one as "Caterpillar," if not known, or "Little Boy Blue." (In this game a few children are chosen for each kind of animal mentioned in the rhyme. Little Boy Blue has a paper horn to blow, etc.)

Repeat barn yard game as in morning circle but with greater activity.

EXPRESSION IN WORK.

1. *Building.* Shall we make barns for the animals? How? You may each choose something to build with.

2. *Directed play* with gifts leading to a farm scene, farmer's house, barn, kennel, chicken coop.

3. *Cutting or Tearing.*—Trying to cut animals and guess what they are.

4. *Coloring.*—Color animal outline pictures choosing correct color if possible. Consult picture books.

5. *Clay Modeling.*—Animals.

ARBOR DAY, BIRD DAY, MEMORIAL DAY. MAY 24-28-31.

The conversations during the last week may lead to some knowledge of these holidays and celebrations.

It is rather beyond the child's ability to appreciate their need and origin to any great extent.

The conversation about trees may begin by talking of things made of wood in our kindergarten. Where do we get wood? Review carpenter's work if known or tell about it.

Have pictures of forests, woods, carpenters at work, etc. Play woodman, play sawing, planing, etc.

If we cut down trees to make our tables and chairs and houses how can we get more trees? Show seeds from which trees will grow.

Plant an acorn if possible or orange seeds.

Tell about the *nurseries* for young trees. Visit one if near. Tell about transplanting trees. Arbor day is "tree day." Arbor means *tree.*

Many, many children will help plant trees on Arbor Day.

Our governor asks us to do it every year. Thousands of trees were planted last year but thousands were cut down. What must we do again? Why do children like trees? Talk of climbing, swinging, resting under trees, etc.

2. On *Bird Day* tell stories about birds, *Your* canary, *Tom's* poll parrot, *Georgia's* pigeons; show all the bird pictures and let each child hold one and tell what colors it has. What do birds do to help us? What can we do to help them? Teach a bird song.

Imitate birds' notes if you can. All can call "cuckoo"—all can say "coo."

3. *Memorial Day* is the hardest to talk about this sad year of war. Tell a story, not too sad in detail, of a little girl whose papa went to war, and was killed. She never saw him again. She was so sorry her papa had to be a soldier and go to fight. Tell of a little boy whose papa came home with only one leg.

Once there was a war in our country but now there is none and we are glad. We hope there never will be any more war.

On Memorial Day we think about the soldiers and put flowers and flags on their graves. Soldiers are like policemen. They take care of us and try to drive bad people away. (Try to connect the thought of the soldier with the policeman who is not supposed to fight except when people do wrong. We need a *World police force*—that is all. Let us forbear glorifying the soldier's life in the future. The day for it is past. Talk of them as an unfortunate necessity.)

EXPRESSION IN HANDWORK.

1. *Coloring.* Paint a green wash and when it is thoroly dry cut out a tree from it. Color birds in outline patterns. Color flowers.

2. *Cutting.* Cut out flowers and birds and trees. Cut out flags and color.

3. *Drawing.* .Free illustrative of anything that children choose; also draw the flag carefully. Count stripes and stars first.

4. *Clay modeling.* Birds, nests, eggs, trees, fruits that grow on trees, acorns, oranges, apples,

5. *Building.* Monuments.

6. *In Sand Table or Peg Boards.* Make gardens, woods, and orchards.

EXPRESSION IN GAMES, SONGS AND RHYTHMS.

Review all the bird games.

Teach a new one. Let children imitate rhythmically climbing, swinging, sawing, chopping, planing, hammering.

Play a carpenter's game.

Let the children be a forest of trees. Suggest having a few birds in the forest. Let a woodsman come to find trees to build a house. (Follow this at the tables with a building exercise with blocks or with sticks to outline buildings.)

MAY SONGS.

Look carefully thru all your song books. You may find some good spring song that you have never taught, altho the old ones are always precious.

"*The First Bouquet*" in Miss Poulsson's new book "Songs for a Child's Day" is very simple and is appropriate in connection with the garden work. These are the words:

"He dug his garden,
He sowed the seeds;
He kept it watered
And pulled the weeds.

And when it blossomed
With flowers gay,
He gave his mother
The first boquet."

Again, we are indebted to Miss Poulsson in "Holiday Songs" for a very simple song "*Around the May Pole.*" *It begins,* "A merry little skip and dance."

There are several dance songs in "Songs for a Little Child's Day" that can be used around the May pole as well as at other times as,

"Now in the dance we'll float around
Follow the music's merry sound."

Also "The Butterfly Dance" in the same book,

"Who'll dance with me
Who'll prance with me
To music sweet;
Tripping along

Skipping along
With nimble feet?"

In Neidinger we find a song which may be used instead of soldier songs in connection with Memorial Day and also for Flag Day next month.

"Hurrah, hurrah, we march along
With a beautiful flag as you see.
Look at the stripes of red and white
And the stars in the sky of blue.
Hurrah, hurrah, to our country's flag
Forever we'll be true."

In "Neidlinger" there are several interesting songs about animals, as "I think when a little chicken drinks" which is always a favorite. Also in this very pretty illustrated book we find,

Mr. Rooster and Mrs. Hen.

The Little Lamb.

Caterpillar.

One Little Sparrow learned to fly.

The Busy Bee at work all day.

In "Gaynor" there are several flower songs and one entitled "*The Tree's Friends*" which would be very pleasing for "Arbor Day."

BRUSH WORK.

Children do love to mix paints with water and brush better than to use colored crayons. Artists claim too that the colors are softer and the mixing is certainly educative.

In "Paradise of Childhood" directions are given for this invaluable occupation, and also a series of illustrations showing how children have been led to progress in this work.

If there are teachers of art in the school, consult them, but do not hesitate to begin yourself.

It is a very good plan to practice with brush and paints yourself unless you have done so in training classes. Much is acquired by actual experience in handling colors that comes in no other way.

Let the children see you use the brush. Hold the brush far away from the painting end and hold it loosely, and nearly vertical.

Have clean water in which to cleanse the brush if two colors are used. It is well to use but one color at first.

Show the children how to *point* the brush for fine lines.

Practise making broad red ribbons (lines) and then narrow ribbons (fine lines.)

Use different colors from day to day in making these ribbons. Finally paint the May pole using several colors.

Make green washes, covering the whole sheet of paper. Call it a grass plat. Paste a pretty picture on it when it is dry of a child playing on the grass. Make the green grass another day and when it is dry, cut out a tree. Make a blue wash and call it the sky. Draw or mount bird. Paint washes and use them as covers for a scrap book.

In all these cases give the children a chance to suggest what would be pretty to mount and let them also suggest how to get the pictures. It is not desirable to have everything ready to hand.

Let the children *think* and help to collect pictures. All they bring need not be accepted.

After practise on painting the ribbons, a fence may be painted with brown or gray, and a horse may be mounted near it—tied perhaps to it.

Later sky and grass or sky and ocean may be painted on one sheet. Let children think how to do it.

Where paint the blue? etc. What shall we have in the sky, and what on the water?

From the Montessori classes in Italy, I have seen outlines of flowers very carefully colored, also butterflies and birds. In the German kindergartens years ago similar filling in exercises were common. While we do not discard these we have found free splashes of color are really more childish and more artistic because they show more feeling.

The children, with daffodils, or violets or roses or geraniums at hand, do really get quite pleasing effects after acquiring a little skill in handling the brush in painting washes and ribbons.

They soon see how to spread the brush to get broad leaves and also how to draw the leaf to a point. Paint in masses not in detail.

It is a good plan to pin a flower on a sheet of paper as a suggestion for placing. It is also helpful to give paper which corresponds in shape to the flowers.

Laying the brush down on its side carefully, gives a spot shaped like a petal. The children soon learn to make these petals around a center four or five, according to the flower, more for daisies. This is, however, mechanical, and should not be used too frequently.

Watch for the child who shows artistic instinct and lead the others to observe him as he paints, thus taking advantage of the God-given ability to imitate, if not to originate. The artistic instinct is creative.

All children have it in a greater or less degree. Mechanical work crushes it.

Children will illustrate whole scenes freely with the brush as well as with pencil or crayon. (See Prof. Barnes Studies in Education, showing a copy of a boy's painting showing the ground with houses, the sky above, a star, and God over all).

MAY

MRS. MYRA A. BUCK.

The bees are all humming,
The sunshine is bright.
The skies are all smiling,
From morning till night.
The birds are all singing,
The flowers are gay.
The trees are all leafing
We know it is May.

Watch for the good in every child. Look for the best in every soul. Influence by kindly help. See the silver lining in the lowering cloud and hear the song of victory from the heart of defeat.

MOTHER PLAY

THE BRIDGE

(Translation from the Mother Play of Friedrich Froebel.)

BERTHA JOHNSTON

MOTTO FOR THE MOTHER

Help your child in play to find
How opposing things to bind;
That with heart, head, hand well skilled,
Human will may bridges build;
E'en where differences seem unconquerable;
E'en where agreement seems unattainable.

SONG FOR THE CHILD

Through the valley is flowing the brooklet so clear
Too swift and too wide, oh my children dear,
For you now to cross, tho the squirrel wee,
Can cross on the branch of a friendly tree.
Ah, the carpenter comes, and him we will thank,
For the bridge joining us to the opposite bank;
The children can now safely run o'er to play,
With newly made friends, through the long summer day.

COMMENTARY FOR THE MOTHER

The Bridge, Mother, is easily developed by yourself and by your child, both from the Charcoal Burners' Hut, and from the House. (These are the two preceding plays in the Mother Play Book.—*Editor*) The two thumbs form the props or supports; the tip of the one middle finger reaches, just a little bent, to that of the other, so that the rest of the fingers lie even.

The uniting of opposites, the seemingly separated, (as, to the children, the two banks of the stream, here appear) is always a salutary, a happy art, wherever, by whom, and for whom, it may be exercised and when practiced, is, in the highest degree, worthy of gratitude. Let your child feel this early, Mother, through the bent taken by your maternal solicitude. For truly, no one feels more profoundly than you that, on the one side, unadjustable differences often bring the deepest sorrows, as, on the other hand, undreamt of reconciliations, bring the peace of heaven, into the heart, the soul, especially in the domestic family life.

And what unites opposites more extreme? What on earth, unites better, the greatest antithesis, earth and heaven? and where does such unification bring greater blessing, than in the family, the home!

Therefore, teach your child, through the external expression of this blessing, to recognize, to apprehend, in the home of domestic peace, the thus-proven soul of the ordered family life. To recognize, in the Giver of the external, the visible, the Giver of the invisible, the spiritual. Teach him, in the carpenter, to thank Him who sent the carpenter's son to earth, that in the dwellings of mankind, the greatest, most perplexing of life's antagonisms might be reconciled, and they thus become the abodes of joy and spiritual peace—veritable heavenly mansions.

Show to your child, teach him, through the contemplation of the bridge made through his own activity—at least, let him anticipate for himself and find therein how through self-activity, he can find in himself, the reconciliation of opposites.

Show it to him in your own life and deed, and then, more especially, in the mediating life, and example, the unifying teaching of the Carpenter's Son. Then will the visible bridge, made of your own hands and those of your child, and all that is connected with it, become later, a means wherewith to unite for him, the invisible to the invisible, and to help him recognize and to love, in the carpenter's son, the beloved Son of the Father of us all, and the mediator between Him and himself.

ADDITIONAL SUGGESTIONS FOR THE GRADE TEACHER

The Bridge contains one of the most timely and momentous lessons for our fighting, struggling, murderous world, today. It is the symbol of that spirit of true faith and justice and goodwill, which sees a way or will make it, to settle amicably and fairly the disputed questions that vex mankind.

Altho these are often, apparently racial or religious, they usually prove to be at bottom, economic. But true wisdom and goodwill should be able to bridge over even the worst of racial or economic differences.

How can we help our children to desire co-operation rather than competition, and to help rather than to hinder. How can we carry out Froebel's suggestions toward this end? How make them realize the divine truth, "Blessed are the Peacemakers."

Discuss with the children why we wish to cross a stream? The means by which we may cross it. By wading, by stepping-stones, by logs, by boats, by bridges of wood, stone, masonry, steel. The American and the Encyclopedia Britannica, both, have well-illustrated articles upon bridge-making which give extremely interesting pictures of some quaint and historic bridges. A study of them will help the child to realize some of the ways men have employed to overcome given obstacles. Streams are often boundary lines. Bridges help make men acquainted with each other and so aid in settling difficulties.

Talk about suspension, jackknife, and elevator bridges and draw bridges. What is a viaduct? An aqueduct?

How do animals cross streams? Monkeys, leopards, spiders?

GAMES

For active exercise play London Bridge, letting the opposing sides represent, one Surrey and the other Middlesex; or, one Tide and the other Storm. After it has been pulled apart build it up again with several of the children representing piers, their arms outstretched so as to touch each other. Let one represent the part that draws and occasionally revolve so as to let an imaginary boat pass. Tell the children

that the first stone brodge across he Thames was like a street with houses all along the length of it. Let them think out the importance of London's bridges to the commeree and the enlargement of the eity.

Draw two chalk lines near walls of room to represent banks of shallow stream. Play wading aeross. Then draw outlines to simulate stones and let children jump from one to another. Next, if possible, secure a plank, somewhat narrow, and let the children across this log (?) carefully, without falling into the water. Then build a bridge of the kindergarten ehairs, a double row, the baeks serving as the rails. Let the children plan how a draw can be made of one or two chairs. In this play help the little folks to think out why they want to cross the stream and just what forces of nature may prove inimical, as tides, ice, freshets, storms of wind and rain. Lead them to see how men have conquered all kinds of obstaeles in their determination to unite opposing banks of streams and that equal determination will enable them to find a connecting link to unite apparently unfriendly interests.

What are some of the things which apparently separate mankind? Quarrels in families, baseball disputes, umpires, laws, differences in race, religion, business? Need these be cause of hatred or enmity? Assuredly not. All races have something to contribute to enrich the world of knowledge and beauty. If some people try to create friction, we must remember that the divine spirit is in every human being, and it may be our privilege as kindergartners to fan it into life, to renew it, to help our Mothers to understand the importanee of keeping alive in ehildren the goodwill which they naturally feel toward all raees. Few, if any, ehildren, know any race prejudice until it is instilled into them by adults. We bridge this difficulty by ourselves becoming acquainted with people of various races and so learning that human nature is much alike the world over.

A respect for the opinion of other people, and for the individuality of the human spirit, forbids our trifling with the religious beliefs of other people and is the bridge by which we can cross over to see their point of view without being false to our own faith.

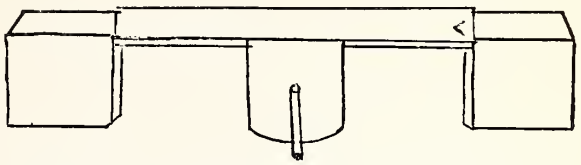
Language is a bar between races but one that can be surmounted and Esperanto may in time bridge over many misunderstandings in the business world.

In the economic world there are many difficulties to be bridged; especially between labor and capital, but the hearts and brains of men will find a way to join the apparently antagonistic interests, and the kindergartner can do much to lead the way, by trainin the children to co-operate, and by awakening their sympathies and sense of justice through well ehosen fairy or other tales. But she will assuredly need the co-operation of the home.

Speak of Cammerrill as a unifier.

A small draw-bridge can be made of the Seeond Gift cubes and cylinder, the box-cover forming the roadway, resting upon the cylinder, whieh is made to revolve by means of a small stick.

The rainbow is the most beautiful symbol of the bridge whieh unites earth and heaven, and earries



the spirit of man upward, even tho we may have discarded the faith in a literal sky-heaven. And nothing is more beautiful than the way in whieh Froebel associates the bridge builder, with the earpenter's son of Nazareth.

Walt Whitman's fine little poem, "A patient noiseless spider," is a wonderful symbol of the outreaehing spirit:

Ceaselessly musing, venturing, throwing, seeking the spheres to connect them,
Till the bridge you will need be form'd, till the duetile anehor hold,
Till the gossamer thread you fling catch somewhere, O my soul."

Help the children to look upon the peacemakers, the arbitrators, those who bring people together, who adjust differenees fairly, as the real heroes. George Washington as a boy, was such an one.

THE BIRD HOUSE

Mrs. Myra A. Buck.

My brother Charles built a little bird house. He put some tiny windows in it, so that the sun could peep through, and made a little ehimney in the roof. He put a little piazza on the front of it, to make it look like a real house. We placed it upon a post near the elm tree. Very soon two pretty little blue birds came and went inside.



They flew out and in all day. They liked it so well, they have come there to live. One day when the birds were out getting worms for their breakfast, I peeped in at the windows. I saw within, a little nest. It had five eggs in it. I like the pretty blue birds. I love their sweet song.

DESIGN

Miss Olive Wills

It is with considerable hesitancy that I write this word, design. It looks a mild unobtrusive little word but it carries with it such a big meaning one might well hesitate to write upon the subject. I think it is a subject we must very gradually grow into, not one to put on in haste. It is not telling and reading only but it is feeling as well. Therefore in my short article I will not attempt to impart the impossible but will only suggest a few of the problems we have attempted hoping the children may cultivate a taste for good placing, arrangement and color, a taste for the whole, considering the fitness of things, and not regard angels as pleasing decoration for a cook stove, nor horses, dogs and fierce Indian heads as suitable design for a pillow cover, the pillow which suggests peace and comfort.

One of our first lessons in design to the lower grades will be given with the use of the little blocks called stick printing, you can give the same drill with spots of paint. First make a border asking the question "What is a border." The answers will be many but summed up, a border is to decorate an edge, wall paper, carpets, books, dresses and so on. The first

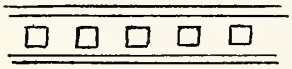


Fig. 1



Fig. 2.

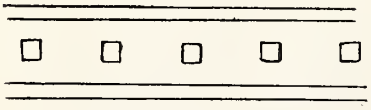


Fig. 3.

made, Fig. I, is a repeated unit at equal distances apart. Which is the most pleasing, Fig. I, II or III. It

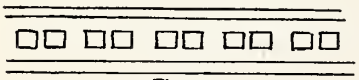


Fig. 4.

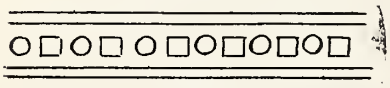


Fig. 5.

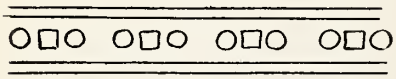


Fig. 6 t

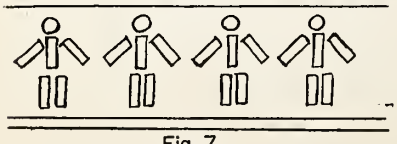


Fig. 7.

is all a matter of space proving that a consideration of space has as much value in the design as has the unit. Children will soon think of these things and choose the best arrangement. Now vary the space, Fig. IV, and is it not more pleasing than the even spacing thus alternating is introduced; after a few such arrangements alternate the unit as well, Fig. V or VI. Then we may go into more elaborate design with the sticks forming flowers, animals or people, Fig. VII. To those teachers who are not familiar with the stick printing: you can buy the sticks of different shapes and sizes, by the hundred very reasonably. Also tiny pads of felt but you can use any

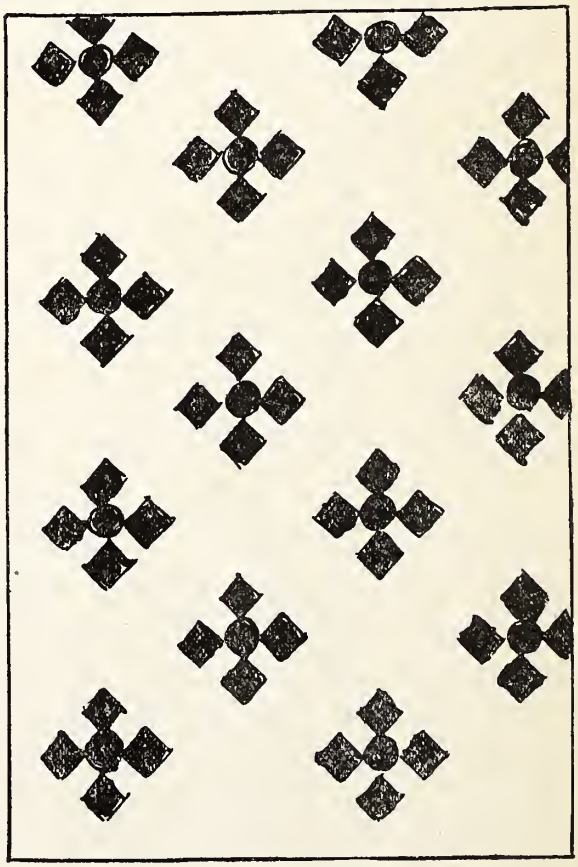


Fig. 8.

pieces of felt or heavy flannel and soak these in wald craft dye or in paint. Press the sticks on this soaked felt and thus transfer the paint to your paper forming your decorative motif. We will also make suface coverings, the rows may be even or alternating, the latter is more pleasing. Fig. VIII. Another sample and interesting motif for decoration is to cut flowers, leaves or buds and use as a unit, either trace around the cutting or use the square from which the flower was cut. This makes a good stencil and easy to fill in with crayons or pencil. In arrangement note very carefully the spacing. Fig. IX.

An interesting stencil for a higher grade is made of a diamond shaped figure 2x3 in. Fold this both ways and cut the half of a flower or an abstract form. Be

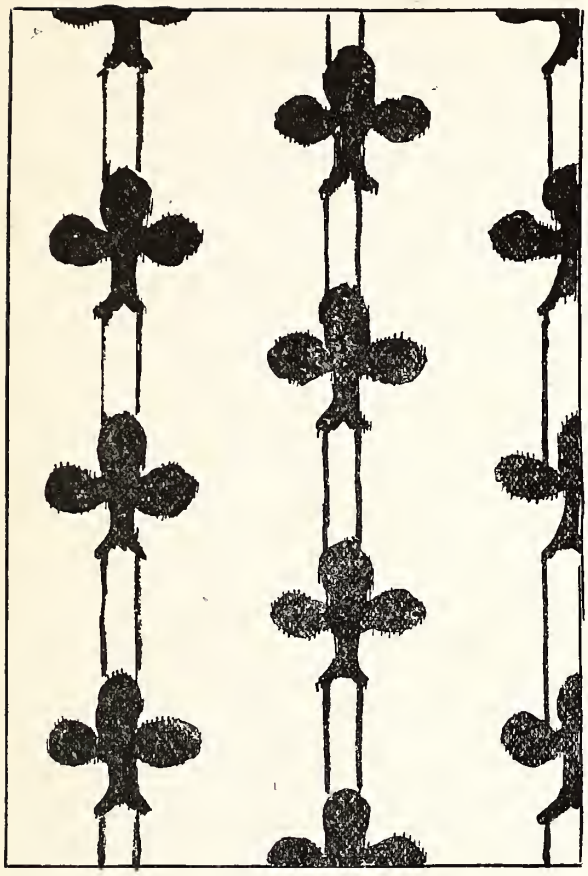


Fig. 9.

careful not to cut out many tiny forms which have no relation to each other or to the enclosing form. Fig. X

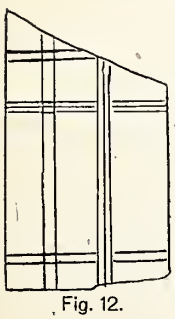


Fig. 12.



Fig. 10.



Fig. 11

is one of this kind and Fig. XI one where the parts hold together, comform to and fill the space. The conventionalized flower forms are most interesting for design but we will have to leave that for the higher grades.

We have now had for our design study repetition and alternation of units and of spacing, in borders and in surface coverings but we have not considered the coloring which is an important item. In the lower grades would keep to tone values, using first only two tones of black then of a color. Next three tones, Fig. VIII, shows the two tone treatment and Fig. IX, the three tones.

The higher grades may use complimentary colors: for example with a soft gray green predominating in a design introducing a touch of red, pink or a warm brown. If a purplish grey, a little yellow, and if a dull, old blue, a bit of orange will brighten it up.

Another interesting lesson for lower grades in design is to copy samples of plaids. This study shows how unequal spacing is more pleasing to the eye than the even squares; besides the lesson in spacing it is also helpful in good color training and the children always like the work. Irregular samples are pretty, Fig. XII. Paste the samples on the paper and the drawing placed by it.

In design work particularly remember neatness and simplicity and the lines:

"Beauty is the thing made perfect."

MIND WANDERING

Inattention, or mind wandering, among pupils in the classroom may arise out of three causes:

I. Those affecting the pupil.
II. Those affecting the teacher.
III. Those affecting the subject matter.

I. Among the pupils, mind wandering may be due to causes:

a. Physical and physiological.
b. Mental.

Physical causes may be due to:

a. Poor home conditions.
b. Malnutrition.
c. Lack of sleep.
d. Physical illness.
e. Sense difficulties—poor sight or hearing.
f. Uncomfortable classroom conditions.
   1. Poor seating facilities.
   2. Insufficient ventilation.
   3. Improper heating.
   4. Distracting surroundings.

Mental causes may be due to:

a. The dominance of a strong emotion due to pain, grief, excitement, etc.
b. Lack of a proper apperceptive basis due to improper grading.
c. Imagination too lively.
d. Sluggishness of mind; inability to keep pace with the speed of the teaching process. This produces discouragement and leads to inattention.

II. CAUSE OF MIND WANDERING DUE TO THE TEACHER:

1. Personality; peculiarities or idiosyncrasies of
a. Dress.
b. Manner.
c. Voice.

—*Teacher's Magazine.*

True happiness consists in making happy.—
—Italian.

DANCING O'ER THE GREEN.

LAURA ROUNTREE SMITH.

BOOK RIGHTS RESERVED.

This game may be played out-doors.

The children stand in a circle, they choose one child to go inside the circle. She carries a tamborine, which she shakes, holding it over her head.

She skips round the circle. The rest all skip round in the circle singing,

Who comes a-dancing o'er the green,
With a small tamborine?
Who comes a-dancing o'er the green?
The Spanish Maid is seen.

The children all pause and face in. They sing and bow to the child holding the tamborine.

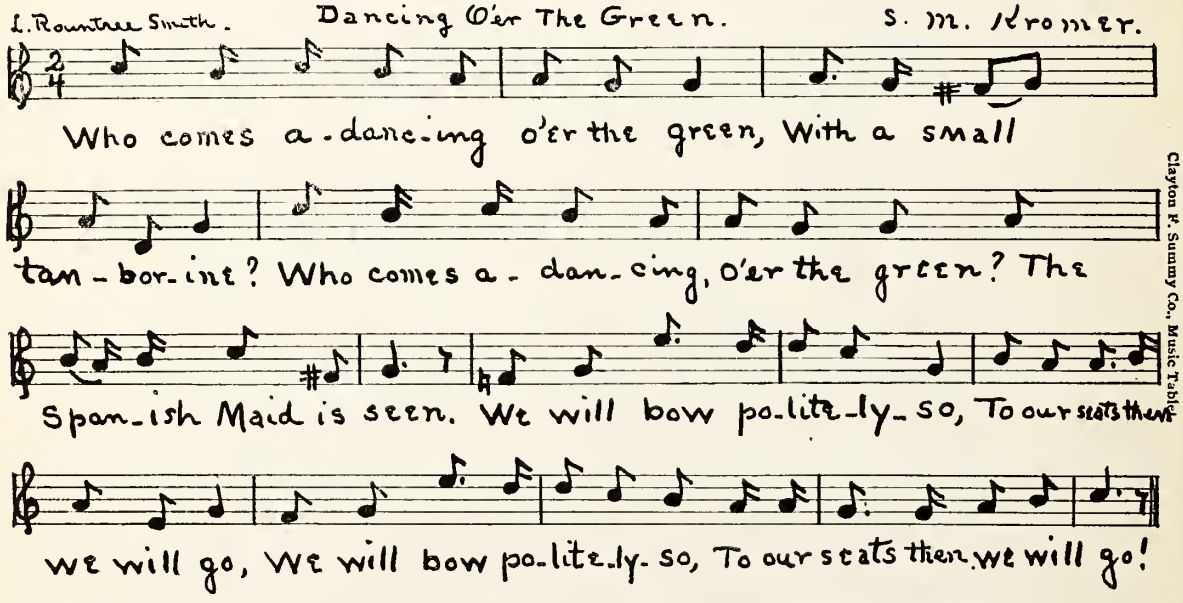
3rd verse.

Who comes a-dancing o'er the green,
In fur from top to toe,
Who comes a-dancing o'er the green?
A jolly Eskimo.

4th verse.

Who comes a---dancing o'er the green,
With wooden shoes to-day?
Who comes a-dancing o'er the green?
A Holland Maid so gay.

In this way the game may continue and many nations be represented. The child with the tamborine may choose one in the circle to go out and get parasol and fan, and this child in turn may choose one to go out and get a fur coat, to represent the Eskimo, etc.



The children sing,

We will bow politely, so,
To our seats then we will go,
We will bow politely so,
To our seats then, we will go.

The child with the tamborine now chooses any child to take her place and the game may continue until all have had a chance to hold the tamborine, then they may go to their seats.

For any special occasion the following verses may be sung, the child with the tamborine passes out, to make way for the child with parasol and fan, etc.

2nd verse.

Who comes a-dancing o'er the green,
With parasol and fan,
Who comes a-dancing o'er the green?
A maiden from Japan.

BETTY'S NUMBERS

BY MARY DAVIS, Clinton, Mass.

I learned my ands and take aways
By counting Baby's toes,
Until the answers grew as plain
As her wee tilted nose.
I counted up, I counted down,
Until I came to ten,
And then to make exactly sure,
I counted back again

And Mistress Baby shrieked with glee,
You really would suppose,
She knew that I was doing sums,
Upon her plump pink toes.
I kissed them once, I kissed them twice,
I kissed them up to ten,
Such bliss was this to count and kiss,
I started in again.

THE KITTEN AND THE BIRD.

LENA B. ELLINGWOOD.

A little bird sat on a leafy spray,
And chirped, and twittered, and trilled away,
And these were the words one might have heard
Who understood the talk of a bird:
"I'm happy today, for the air is warm,
There's never a sign of a coming storm,
The trees are abloom, and the breeze is sweet.
Cheer-a-wee-weet! Tweet-a-tweet-tweet!"
He's looking at me, he's looking at me!

He thinks he can come up and catch me, I know.
Now he's climbing the tree, so softly and slow.
But I'm not afraid—I can fly quite away.
No kitten shall eat me for dinner today.
But he thinks I don't see, so my song I'll repeat!
Cheer-a-weet! Tweeta-tweet-tweet!"

The kitten crept gently along the bough,
Crouched for a moment, said softly, "Meow!"
And then, with a wonderful, terrible leap,
He—fell to the ground in a sad little heap,
As the bird lightly flew to another spray,
And chirped, and twittered, and trilled away,
And cheerily sang, "Now, wasn't that neat?
Cheer-a-wee-weet! Tweet-a-tweet-tweet!"

IN THE MERRY MONTH OF MAY.

We're little birds, we learn to fly, (raise and lower arms)
In the merry month of May,
To leave our nests we all will try,
In the merry month of May,
We spread our wings, with scarce a sound, (wave arms)
And fly down gently to the ground. (stoop down)
We're butterflies, we like to play,
In the merry month of May,
We spread our wings, we sail away, (wave arms)
In the merry month of May,
We flit about from flower to flower, (skip about)
Amid the sunshine and the shower.
We're the busy little bees,
In the merry month of May,
We'll gather honey if you please,
In the merry month of May,
Buzz-buzz-buz; here's a handsome fellow, (buzz)
In his jacket of black and yellow. (point to coat)
We're happy children as you see,
In the merry month of May,
We play beneath the apple tree, (clasp hands go in a circle)
In the merry month of May,
We all shake hands when friends we meet, (shake hands)
And throw to you our kisses sweet. (throw kisses.

MAY BASKETS.

(Three Boys with May Baskets)

Baskets full of flowers,
On the first of May,
We will hang them up
And softly steal away.

1st boy.

Violets and anemones,
Flowers bright and gay,
Get a basket full
For the first of May.

2nd boy

Buttercups so yellow,
Seem to rise and say,
"We are pretty flowers
For the first of May."

3rd boy.

See the pretty daisies
Everywhere you pass,
Pretty little daisies
Nodding in the grass.

All.

Baskets full of flowers
On the first of May,
We'll make some one happy
With flowers every day.

RED, WHITE AND BLUE.

(Three little girls dressed in red, white and blue, and wearing little tissue paper caps, of the appropriate colors stand in front of the school to recite.) They all carry flags.)

(Child wearing red bonnet, and child wearing white recite.)

Little Blue Bonnet, good day, good day,
Little Blue Bonnet, come out and play.

(Little Blue Bonnet.)

No, I cannot come out to play,
I make the blue field in the flag to-day.

(Child wearing blue bonnet, and child wearing white bonnet recite.)

Little Red Bonnet, good day, good day,
Little Red Bonnet come out and play.

(Little Red Bonnet.)

No, I cannot come out and play,
I help to make the red stripes so gay.

(Child wearing blue bonnet, and child wearing red bonnet recite.)

Little White Bonnet, good day, good day,
Little White Bonnet, come out and play.

(Little White Bonnet)

No, I cannot play with you,
I make the white stars in the field of blue.

All Three (bowing low)

Red and white and blue,
Wave the flags so gay,
Red and white and blue,
On Decoration Day,

PRELIMINARY PROGRAM TWENTY-SECOND ANNUAL CONVENTION OF THE INTERNATIONAL KINDERGARTEN UNION
SAN FRANCISCO, CALIFORNIA

(Continued from page 271.)

8 P. M. Subject, "The Kindergarten at Home and Abroad."
Child Education as a Basis for a new Internationalism.

WEDNESDAY, AUGUST 18

INTERNATIONAL KINDERGARTEN UNION DAY
at the Panama-Pacific International Exposition,
Exposition Grounds.

9:30 A. M. Delegates' Day Session.
Invocation.
Music.
Delegates' Procession.
Resume of Work in the Field.
Roll Call of Branch Societies by States or Correlated Groups.
Presentation of I. K. U. Banner to State having Largest Delegation, outside of California.

2:30 P. M.
Music.
Resume of Work in the Union.
Reports of Officers.
Statements of Progress through Chairmen of Standing Committees.
Addresses on our International Relations.
(Speakers to be announced.)
Business Announcements, Appointments of Committees.

Reception at California State Building and Symposium—Prominent Speakers.

THURSDAY, AUGUST 19

INTERNATIONAL CONGRESS OF EDUCATION, OAKLAND
Dr. David Starr Jordan, President.
I. K. U. Members are cordially invited to attend.

FRIDAY, AUGUST 20

Exposition Memorial Auditorium,
Civic Center, San Francisco.

9:15 A. M.—10:45 A. M. Conference of Training Teachers and Supervisors. (Admission by card only.)
Chairman, Miss Luella A. Palmer, Assistant Supervisor of Kindergartens, New York City.

11 A. M.—12:30 P. M. Conference of Kindergarten Directors and Assistants. (Not open to Supervisors and Training Teachers.)
Chairman, Miss Mary B. Fox, Department of Education, Utah University, Salt Lake City.
(Subjects and speakers to be announced.)
(Polls open for election of officers till 1 P. M.)

2 P. M. Short Business Session.
Report of Credentials Committee.
Report of Election.
Report of Committee on Time and Place.
Addresses.
The Education of Girls. (Speaker to be announced.)
The Education of Boys. (Speaker to be announced.)
General Discussion.

8 P. M. Subject: "The Relation of the Kindergarten and the Elementary Grades."
Miss Margaret E. Schallenberger, Commissioner of Elementary Education for State of California.
(Second speaker to be announced.)

SATURDAY, AUGUST 21

Exposition Memorial Auditorium.
Civic Center, San Francisco.

9:30 A. M. Subject: "The Kindergarten Curriculum."
(Prominent speakers will take part.)
Afternoon devoted to study of Educational Exhibits.

NATIONAL EDUCATION ASSOCIATION DAY
Festivities on the Exposition Grounds.

SUNDAY, AUGUST 22

Closing Session.

3 P. M. A program to Promote Peace.
Subjects:
"The School Peace League."
Mrs. Fanny Fern Andrews.
"Constructive Peace Measures."
President Joseph Swain, Swarthmore College.
"International Peace through Universal Education."
Hon. P. P Claxton.
"Education for Peace."
President Edwin B. Craighead, University of Montana.
(Other speakers to be announced.)

ANNOUNCEMENTS

The Preliminary Program is issued early in order that all Branch Societies, Associate Members, and friends may be promptly informed so that plans can be made to attend the convention.

I. K. U. DAY AND RECEPTION

The reception will be a delightful climax to a remarkable day in the History of the Union, viz., International Kindergarten Union Day at the Panama Pacific International Exposition. This is the first time the Kindergarten has ever received such recognition. *Be sure to attend.*

EDUCATIONAL EXHIBIT

The progress of education may be studied under remarkable and unusually favorable conditions at the Educational Palace on the Exposition Grounds.

SIGHTSEEING AND SPECIAL TRIPS

Trips to the environs of San Francisco will be conducted by leaders of the Bureau of University Travel.

AFFILIATIONS OF I. K. U.

National Education Association.
National Congress of Mothers.
General Federation of Women's Clubs.
Women's Emergency Peace Organization.

APPEAL TO I. K. U. MEMBERS

Members of all associations affiliated with the I. K. U. are urged to join with local organizations in Belgian or Red Cross relief work, and in local Peace movements.

MAKE YOUR ARRANGEMENTS EARLY

Visitors to San Francisco in the summer should bring medium weight wraps and be prepared to dress as they would in the Middle West or Eastern States during early fall or late spring months.

LIST OF HOTELS IN SAN FRANCISCO

INSIDE INN (Official Headquarters), Exposition Grounds.
European Plan. Single room without bath, $2.00, $2.50, $3.00, with bath, $3.00, $4.00, $5.00. Double room without bath, $3.00, $3.50, $4.00; with bath,

(Concluded on page 291)

THE PRIZE COMPETITION

In offering a prize of one thousand dollars for a social hygiene pamphlet for adolescents, suggested and generously provided by the Metropolitan Life Insurance company, The American Social Hygiene Association is presenting a problem for solution by writers in the social hygiene field. The conditions under which this offer is made are printed elsewhere in this number of the Bulletin. No suggestions or restrictions as to methods of presentation or treatment of the subject-matter are made. It is, perhaps, unnecessary to say that accuracy of statement, such use of statistics and quotations as is warranted by the context from which they are taken, broad and practical grasp of the subject as presented, soundness of pedagogical method, and attractive and convincing form are among the important points to be considered in judging the merits of manuscripts submitted.

The question most frequently asked by those interested in the competition are: "What kind of pamphlet is wanted? Is it to be written for boys, or for girls, or for both—or for parents? Must it cover the entire period of the four years specified? Must it take up the physiological changes of adolescence? What sort of instruction may the author assume that the child has had before reading the pamphlet?" To such inquiries the reply is that the prize has been offered for the best solution of the problem of approaching through the printed word the youth of America from twelve to sixteen years of age. If the author is convinced that the indirect approach through the parent is the proper method, he may prepare his manuscript for use by the parent. If he thinks that the most pressing need is for a pamphlet to be placed in the hands of boys, he may prepare his manuscript for that purpose. Similarly, he may prepare it for the use of girls, or, if he thinks it more desirable, he may combine his information into a single pamphlet for the use of both boys and girls. If he believes that adolescents from twelve to sixteen years of age do not form a practical group, he may direct his effort toward any portion of this age group (for example, those from twelve to fourteen years, or those from fourteen to sixteen years,) and may so indicate. He may submit his manuscript as one of a series designed for special groups, but should present also the other numbers of the series to show its character as a whole. Notes explaining the points of view from which it has been prepared may be submitted with the manuscript, bearing the same identifying mark or pen-name but not the name of the author.

It is generally recognized that the early adolescent period in the life of both boys and girls presents one of the most difficult problems in educational work. In the special fields of instruction or education with which the social hygiene movement deals, this period is probably the most difficult. There is substantial agreement as to what information ought to be given the young child and as to the desirability of thorough, scientific instruction touching on the problems of sex and reproduction for persons of mature years. But the problem of the early adolescent period still awaits a satisfactory solution.

(Reprinted from The American Social Hygiene Association Bulletin, March 1915.)

THE AMERICAN SOCIAL HYGIENE ASSOCIATION

Has been offered a prize of $1,000 by the Metropolitan Life Insurance company to be awarded to the author of the best original pamphlet on social hygiene for adolescents between the ages of twelve and sixteen years, approved by a committee of judges to be selected by the association.

Competition for this prize is open to all

The Metropolitan Life Insurance company desires to use the winning pamphlet among its industrial policy holders.

The committee of judges will conduct the competition in accordance with the following conditions:

Contests closes July 31, 1915, at midnight; any manuscript received later will not be considered.

Manuscripts should not exceed 3500 words and must be in English and must not have been previously published.

Manuscripts must be typewritten on one side only of plain white paper 8 in. x 10½ in.

Manuscripts must be paragraphed and punctuated for submission as "copy" to printer.

Each manuscript must bear some identifying mark or pen-name, but not the name of the author.

The author's name and address, and the identifying mark or pen-name should be in a sealed envelope, accompanying the manuscript; the face of the envelope should bear the mark or pen-name only.

More than one manuscript may be submitted by the same author.

The winning manuscript, in consideration of the award of $1,000, becomes the property of the donor of the prize, all rights therein being surrendered by the author.

The right to purchase any manuscript submitted, at the rate of 5c a word, is reserved by the Metropolitan Life Insurance company and by The American Social Hygiene Association.

Any manuscript not winning the prize or purchased will be returned to the author if return postage is provided.

Address manuscripts and requests for further information to The American Social Hygiene Association, 105 West 40th street, New York City.

ILLITERACY AMONG CHILDREN

Illiteracy in the United States is doomed. Statistics compiled by the United States Bureau of Education for use at the Panama-Pacific Exposition, show that of children from 10 to 14 years of age there were in 1910 only 22 out of every 1,000 who could neither read nor write. In 1900 there were of the same class 42 per 1,000. If reduction in illiteracy is still proceeding at even the same rate, the illiterate children in this country between the ages of 10 and 14, inclusive, now number not more than 15 out of every 1,000.

From the standpoint of proportional reduction of illiteracy Oklahoma leads all the states of the Union. In 1900 this state had 124 illiterate children of the ages named. In 1910 it had but 17; Delaware had 20 in 1900 and but 4 in 1910; New Hampshire redueed from 4 to 1; New Jersey from 7 to 2; Missouri from 35 to 11; Montana from 3 to 1; Oregon from 3 to 1; Vermont from 6 to 2; New Mexico from 182 to 69, and Idaho from 5 to 2.

The following states report only 1 child in 1,000 between the ages of 10 and 14 as illiterate: Connecticut, District of Columbia, Massachusetts, Minnesota, Montana, New Hampshire, North Dakota, Oregon, Utah, and Washington.

Some of the states have reduced their illiteracy by one-half or a little more. These states are Alabama, California, Colorado, Connecticut, District of Columbia, Kansas, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, North Dakota, Tennesee, Utah, and West Virginia.

Only one state, Nevada, has lost ground since 1900 Its illiteracy was then 4; in 1910 it was 5. Two states, South Dakota and Nebraska, each having the low rate of 2 per 1,000 report no reduction in illiteracy between 1900 and 1910.

The states having the largest proportion of illiterate children per 1,000 are Louisiana, with 115 (from 174 in 1900); South Carolina, 83 from 150; Alabama, 77 from 157; New Mexico, 69 from 182; North Carolina, 68 from 167; Kentucky, 59 from 79; Georgia, 57 from 106, and Virginia, 57 from 97; Tennessee, 54 from 119; Florida, 50 from 73; Arkansas, 47 from 113.

It is evident that the public schools will in a short time practically eliminate illiteracy among children. But according to Bureau of Education officials there are between 4 and 5 millions of adults that are illiterate and that can not be reached by the public schools. To wipe out illiteracy in the United States one of two things must happen: Either the country must wait for the generation of present adults to die off, or by some extraordinary means reach these illiterate millions.

On the basis of these figures Dr. P. P. Claxton, commissioner of education, estimates that with an average annual expenditure of $20,000 for 10 years he could put forces to work that would, by means of night schools and other agencies, eliminate illiteracy among the adults of this country. The Abercrombie Illiteracy Bill, H. R. 15470, now pending before Congress, requires the Bureau of Education to undertake this work in any state upon request of the proper state authorities and makes an appropriation of $15,000 for 1915, $22,500 for each succeeding year until 1920; and $17,500 for each year thereafter until 1925, at which date, it is believed, illiteracy would be eliminated.

The American League to Limit Armaments, 43 Cedar Street, New York City, offers to send gratis to school superintendents, principals and teachers its printed matter specially prepared for debating upon the increase of America's military forces. Other material useful in the preparation of essays and orations on this subject is also offered by the same organization without charge.

Good grain must be put into the hopper if the grist is to be good. Good thoughts must be put into the child mind if a pure-minded man is to be the result of the training.—*Progressive Teacher.*

RURAL SCHOOL IMPROVEMENT

MINIMUM SANITARY REQUIREMENTS FOR RURAL SCHOOLS

It is the desire and purpose of this Committee to help establish a standard of fundamental health essentials in the rural school and its material equipment, so that attainment of this miminum standard may be demanded by educational authorities and by the public opinion of every rural school throughout the country.

Possession of the minimum sanitary requirements should be absolutely necessary to the pride and self respect of the community, and to the sanction and approval of county, state and other supervising and interested official or social agencies.

Neglect of anything essential for health in construction, equipment and care of the rural school plant is at least an educational sin of omission and may reasonably be considered a social and civic crime or misdemeanor.

The country school should be as sanitary and wholesome in all essential particulars as the best home in the community. Further, it should be pleasing and attractive in appearance, in furnishings and in surroundings, so that the community as a whole may be proud of it; so that the pupils and teacher may take pleasure in attending school and in caring for and improving it.

1. LOCATION AND SURROUNDINGS

The school should be located in as healthful a place as exists in the community.

Noise and all other objectionable factors should be eliminated from the immediate environment of the rural school.

Accessibility.—Not more than two miles from the most distant home, if the children walk. Not more than six miles from most distant home, if school wagons are provided.

Drainage.—Schoolground must be well drained and as dry as possible. If natural drainage is not adequate, artificial subsoil drainage should be provided.

Soil.—As every rural schoolground should have trees, shrubs and a real garden or experimental farm, the soil of the schoolgrounds should be fertile and tillable. Rock and clay soil should always be avoided. If the soil is muddy when wet, a good layer of sand and fine gravel should be used to make the children's playground as useful as possible in all kinds of weather.

Size of Schoolgrounds. For the schoolhouse and playground, at least three acres are required.*

Playground is not a luxury but a necessity. A school without a playground is an educational deformity and presents a gross injustice to childhood.

Arrangement of Grounds.—The schoolground should have trees, plants and shrubs grouped with artistic effect but without interfering with the children's play-ground.

II. SCHOOLHOUSE

The schoolhouse should be made as nearly fireproof as possible. Doors should always open outward and the main door should have a covered entrance; a separate fuel room should be provided, also separate cloak-rooms for boys and girls.

A basement or cellar, if provided, should be well ventilated and absolutely dry.

The one-teacher country school should contain, in addition to the classroom:

(a) A small entrance hall, not less than 6 by 8 feet.

(b) A small retiring room, not less than 8 by 10 feet, to be used as an emergency room in case of illness or accident, for a teacher's conference room, for school library and for health inspection, a feature now being added to the work of the rural school.

(c) A small room, not less than 8 by 10 feet, for a workshop, for instruction in cooking and for the preparation of refreshments when the school is used, as it should be, for social purposes.

Classroom should not be less than 30 feet long, 20 feet wide and 12 feet high. This will provide space enough for a maximum of thirty pupils.

III. VENTILATION AND HEATING

The schoolroom should always receive fresh air coming directly from out of doors in one of the following arrangements:

(a) Through wide open windows in mild weather.

(b) Through window board ventilators under all other conditions, except when, with furnace or jacketed stove, special and adequate inlets and exits for air are provided.

Heating. Unless furnace or some other basement system of heating is installed, at least a properly jacketed stove is required. (No unjacketed stove should be tolerated in any school.)

The jacketed stove should have a direct fresh air inlet about 12 inches square, opening through the wall of the schoolhouse into the jacket against the middle or the hottest part of the stove.

A fireplace with flue adjoining the stove chimney makes a good exit for bad air.†

Temperature.—Every school should have a thermometer, and the temperature in cold weather should be kept between 66 and 68 Fahrenheit.

IV. LIGHTING

The schoolroom should receive an abundance of light, sufficient for darkest days, with all parts of the room adequately illuminated.

The area of glass in windows should be from one-fifth to one-fourth of the floor area.

The best arrangement, according to present ideas, is to have the light come only from the left side of the pupils and from the long wall of the classroom. Windows may be allowed on rear as well as on the left side, but the sills of windows in the rear of the room should be not less than 7 feet above the floor. High windows not less than 7 feet from the floor may be permitted on the right side if thoroughly shaded, as an aid to cross ventilation, but not for lighting.

There should be no trees or shrubbery near the schoolhouse which will interfere with the lighting and natural ventilation of the classroom.

The school building should so face with reference to the windows that the schoolroom will receive the direct sunlight at some time during the day, but the main windows of the schoolroom should not face directly south. East or west facing is desirable.

Shades should be provided at tops and bottoms of windows with the dark shades at top, so that light may be properly controlled on bright days.

Schoolroom colors. The best colors for the schoolroom in relation to lighting are:

Ceiling—white or light cream.

Walls—light gray or light green.

Blackboards—black, but not glossy.

V. CLEANLINESS

The schoolhouse and surroundings should be kept as clean as a good housekeeper keeps her home.

(a) No dry sweeping or dry dusting should be allowed.

(b) Floors and furniture should be cleaned with damp sweepers and oily cloths.†

(c) Scrubbing, sunning and airing are better than any form of fumigation.

VI. DRINKING WATER

Drinking water should be available for every pupil at any time of day which does not interfere with the school program.

Every rural school should have a sanitary drinking fountain located just inside or outside the schoolhouse entrance.

Drinking water should come from a safe source. Its purity should be certified by an examination by the State Board of Health or by some other equally reliable authority.

A common drinking cup is always dangerous and should never be tolerated.

Individual drinking cups are theoretically, and in some conditions all right, but practical experience has proved that in schools, individual cups, to be used more than once, are unsatisfactory and unhygienic. Therefore, they are not to be advocated nor approved for any school.

Sufficient pressure for running water for drinking fountain or other uses in the rural school may always be provided from any source without excessive expense by a storage tank or by pressure tank with force pump.

VII. WATER FOR WASHING

Children in all schools should have facilities for washing hands available at least:

(a) Always after the use of the toilet.

(b) Always before eating.

(c) Frequently after playing outdoors, writing on blackboard or doing other forms of handwork connected with the school.

Individual clean towels should always be used.

Paper towels are the cheapest and most practicable. The common towel is as dangerous to health as the common drinking cup.

VIII. FURNITURE

School seats and desks should be hygienic in type and adjusted at least twice a year to the size and needs of growing children. Seats and desks should be individual—separate—adjustable—clean.

Books and other materials of instruction should not only be sanitary but attractive enough to stimulate a wholesome response from the pupils.

IX. TOILETS AND PRIVIES

Toilets and privies should be sanitary in location, construction and maintenance.

(a) If water carriage system for sewage is available, separate toilets for boys and girls should be located in the schoolhouse with separate entrances on different sides or corners of the school building.

(b) If there is no water carriage system, separate privies should be located at least 50 feet in the different directions from the schoolhouse, with the entrances well screened.

(c) The privy should be rainproof, well ventilated and one of the following types:

1. Dry earth closet.
2. Septic tank container.
3. With a water-tight vault or box.

All containers of excreta should be water-tight, thoroughly screened against insects and easily cleaned at frequent intervals.

No cesspool should be used unless it is water-tight and easily emptied and cleaned.

All excreta should be either burned, buried, treated by subsoil drainage, reduced by septic tank treatment or properly distributed on tilled land as fertilizer.

X. ALL SCHOOLHOUSES AND PRIVIES SHOULD BE THOROUGHLY AND EFFECTIVELY SCREENED AGAINST FLIES AND MOSQUITOES

XI. SCHOOLHOUSES AND OUTHOUSES SHOULD BE ABSOLUTELY FREE FROM ALL DEFACING AND OBSCENE MARKS

XII. BUILDINGS SHOULD BE KEPT IN GOOD REPAIR AND WITH WHOLE WINDOWS

STANDARDS

Provision and equipment of adequate school plant depends on intelligence, interest, pride and financial ability of community.

Maintenance of a clean and sanitary school plant depends on efficient housekeeping and on interest and willing cooperation of pupils.

No community should be satisfied by the minimum requirements indicated in the foregoing, but every country school should be so attractive and well equipped as to minister with some abundance of satisfaction to the physical, mental, aesthetic, social and moral well being of those who provide it, who own it, who use it and who enjoy it.

PRESENT CONDITIONS

Among the reasons which explain the present deplorable condition of rural schoolhouses, the following are prominent:

(a) Low architectual and sanitary standards in rural regions general throughout the country.

(b) Ignorance regarding the physical, mental, social and moral effects of unattractive and insanitary school buildings on the children and on the community as a whole.

(c) False economy expressed by local school boards in failure to vote enough money to build and maintain suitable school buildings.

(d) Lack of supervision or assistance by the state which is usually necessary to maintain desirable standards.

IMPROVEMENT

How shall the rural schools throughout this country be improved up to a reasonably satisfactory standard?

I. By a popular campaign of education regarding the conditions desirable and possible in the country school. Such a campaign would profitably include many or most of the following:

(a) The United States Bureau of Education and State Departments of Education should furnish plans and instructions for construction and equipment of rural school buildings.

The United States Bureau of Education in Washington is already supplying on request valuable help of this kind, and a few state departments of education are demonstrating what may be done by supervision and support which aids without controlling.

(b) State departments of education should supply supervision of rural schools and should have power:

(1) To condemn insanitary and wholly unsuitable buildings and school sites.

(2) To give state aid to rural schools when the local authorities fulfil certain desirable and reasonable conditions.

(c) Ideas and standards of school sanitation should be inculcated in minds of local school patrons and school authorities who control funds and who administer the affairs of the schools. Public lectures on health topics should be provided in the schoolhouse and elsewhere.

(d) Effective school health courses should be introduced in normal schools and teachers' institutes.

Better education of rural schoolteachers, county superintendents and rural school supervisors in the principles and practice of school hygiene and sanitation should be assured.

(e) Interest in and enthusiasm for the improvement and care of all features of the school and its surroundings which affect health and happiness should be inspired in the minds of rural school pupils.

Organizations such as "Pupil's Board of Health," "Civic Leagues," or "Health Militias" may profitably be formed among pupils.

(f) Organizations like "The Granges," Women's Clubs, County Medical Societies and other groups so situated that they may further the cause of health and efficiency, should cooperate with the rural school.

(g) Attractive but reliable health information should be furnished abundantly by the public press.

II. Emulation and competition should be recognized and rewarded in ways that will promote wholesomely and progressively the welfare of the community as a whole.—*Joint Committee on Health Problem, N. E. A.*

NEW KINDERGARTEN STORIES

COB FIRE STORIES

BERTHA C. PITMAN.

"Tonight mother, dear, I am going to take you on a journey for there are many things I want to show you.

"Right down here in front, is the railroad station, and our train is waiting. See the smoke and sparks coming from the engine? Now we're off! and here we go over a long bridge, but we shall have to stop in the middle of the bridge while the draw is opened and a boat passes through. Now the draw is closed again and we can go on.

"Look out of the window and see all of the boats on the river, but we go so fast that we hardly have time to see what the boats are.

"Now we come to another station, and a lot of people get on here, for they are off for a picnic, and have their baskets of lunch with them. What a good time we will have, for you and I are going with them.

"Our train runs right up over the mountain, then down the valley, then winds around the big rocks, and here we are at the picnic grounds. Our train stops and we all get out. Some go in one direction and some in others.

"Let us go to the lake first and see if we can get a canoe. (See, those blue flames over there are the lake.)

"Here we are and now you can rest while I paddle you around the lake, and we will see what kind of a place this is.

"There comes the launch, and we shall have to get out of the way, or we might get in the trough of the waves it makes, and then our canoe would upset. See the children waving at us from the boat!

Now I shall paddle you back to the shore, and you may still rest while I go in swimming. There are a lot of the children in swimming, and some of them have water-wings on.

"Now I am going to duck Bobbie for he and I like it, but most of the boys are afraid."

"Oh! there is the whistle for everyone to come to the train for it is time to go home, so we must hurry."

"Let us stop and buy baby a doll and toy horse, so she will be happy when we get back, and she will let us come again. Won't it be fun when she is big enough to come with us?"

"Well, here we are back home again, and it is dark for our fire has burned all out.

"Did you have a nice journey mother?"

"Yes, dear, you made it very pleasant for mother, and now off for bed?"

Winter has come and Charles has made an extra large house in the fireplace, for mother has promised to bring baby down to see it with them tonight, and Charles is very happy.

He loves his little sister very dearly, and always wants her to share all his pleasures

When she cries it makes him most unhappy, but when she smiles and tries to talk to him, he just hugs her.

So to-night he is going to make her very happy, and has laid his cobs so they will make a nice big fire and give a good picture.

"Now, mother, I am all ready, so bring baby and come to our fire."

They all sit down on the rug, and Charles strikes the match and lights the paper. The cobs are all very dry, so they begin to burn at once. Baby claps her hands and coos, and seems to know that Charles is doing it for her tonight.

"Hurrah! mother, this is the circus! See, over there at the right hand are all the animals. There in the first cage is the elephant, then the monkies, and see how they climb up in their cage and then drop down again, and now they are chasing each other all around the cage.

"Then next is the pony, and then the beautiful horses all ready to go into the ring.

Here in the center is the ring, and there come the horses with the girls standing on their backs. See the girls jump through the ring which the clowns are holding for them.

"Now there comes the pony with a dog on his back, and see, the dog jump through the ring too. Isn't he a dear doggie, see him jump over the pole, and then land right on pony's back. I guess he and pony are very good friends.

"Look back of the ring, doesn't that flame look like the elephant walking up the plank and then standing in the middle while he balances it on the barrel?

"Away up there at the top of our cob house are the acrobats. See them jumping from one trapese to the other, now they are hanging by their hands, now by their heels, and now they take hold of hands and toss each other up in the air and over their heads. My! I should think they would fall!

"But look, here come the little white dogs, and they do all sorts of tricks for their master, dance, sing, write, say their prayers, walk on their hind legs and carry flags in their front paws. See those two dressed like a boy and girl, with books under their arms as though they were going to school. Now they are sitting down on stools and reading.

"Here comes the monkey on the pony's back, and see how he wraps his tail around the pony's neck! There he goes through the ring and as he goes he strikes the clown and over the clown tumbles.

"Now here comes the chariot race. My! see how fast those horses go, and the men stand so still in their chariots. Ah! the one with the white horses has won!

"Over there is the man on the bicycle, and he is doing all sorts of tricks. Riding on one wheel, standing on one peddle, standing on the saddle, and now he lifts his body from the wheel and lies right out

straight over the saddle with his hands on the handle-bars!

"See this big cob over here, it must be the strong man, who has a big weight on his head. Now see him balance the big plank, and there are two other men, and one jumps up on the strong man's shoulder, and the third man gets up on the second man's shoulder, and the strong man holds them both. But there they go, and there goes my cob-house, too, all tumbling down!

"Now the little sparks look like all the people going home, for the circus is over.

"Well baby, dear, how do you like our cob-fire stories?"

But baby can only clap her hands and laugh, so Charles knows he has made her happy.

"I think dear, pretty soon baby will be telling us some stories too, don't you?" said mother. "And now we will just sit here quietly until the fire dies out, and baby goes to sleep."

THE NEED OF A PERMANENT SCHOOL CENSUS IN LARGE CITIES

(Abstract of the paper read at the convention of the department of superintendence of the National Education Association in Cincinnati, Thursday, February 25, 1915, by John W. Davis, director of the Bureau of Compulsory Education, School Census and the Child Welfare of the City of New York.)

The state, through its compulsory education law, seeks to guarantee to each child of the city of New York, up to the time it is 14 years of age, an education equal to graduation from a public elementary school. Most of the children in the city take advantage of the opportunities offered them; many do not wish to—some for subjective reasons and others for objective.

The state contemplates that every child shall receive the benefits of an elementary education. It is gradually raising the standard of educational requirements before the child may be lawfully employed. It is a commonplace that the wards and charges of the state, adults and minors, are recruited for the most part from the inefficient and the ill-trained—those whose hereditary equipment and early environment have not been favorable, or who have been forced to meet both handicaps. The justification for our system of popular education is the elimination of these handicaps, as far as possible.

The state shows, by the establishment of an attendance bureau, that it wishes and demands the attendance of all pupils of school age at school, who are mentally and physically qualified; because this bureau is charged with watching over all children of the city between the ages of 4 and 18 years, with the idea that no children can disappear from view if they are properly watched.

To be properly watched requires a sufficient number of attendance officers, and this is the crux of the whole situation. Without a sufficient number of attendance officers, the work cannot be properly done. The population of the city of New York is in a constant state of flux, and it requires a number of officers to observe and note its changes. With the proper number of field workers and the proper number of office workers to tabulate the results of the field workers' efforts, the state will be immediately protected, as under these conditions, no child who should be in school will be permitted to remain out of school; because he has disappeared from view, as his whereabouts will be known to the bureau. With every child of school age in school, there will follow a diminution in illiteracy, as well as in truancy and in crime, because crime begins with truancy.

COTTAGES FOR RURAL TEACHERS

In many of the states a cottage for the teacher of the rural school, built side by side or near the school building, is proving very popular. The teacher no longer has to "board round" and her own home gives her a more settled status in the community. In many places the kitchen is used for teaching domestic science, and the repair work of the cottage, largely, is done by the boys in their manual training classes. Such a place attracts better teachers, and more men are willing to take the task of teaching the rural schools. The teacher has some member of her family living with her—a man may have his wife or mother. The school garden furnishes food and teaches the children modern methods. Washington state has more than a hundred, and Texas is rapidly building them wherever possible. When there is a good deal of ground, the teacher sometimes occupies the place at a nominal rental, and turns an extra penny out of the garden stuff.

THE TELEPHONE GAME

HELEN CAPPERTON

We have been playing a telephone game this last week in our language work. The teacher puts one hand to her mouth, the other to her ear. She then calls some pupil over the phone who puts his hands to his mouth and ear to answer her.

"Ting-a-ling-ling," says teacher.

"Hello," says the child.

"Who is this talking?" says teacher.

"It is I," says the child.

"Who ran a race on the yard to-day?" says teacher.

"It was he, or she, or they," says the child.

"Who played a game at recess?" says teacher.

"It was we," says the child, etc.

In this way the child falls into the habit of using the right pronouns.

"Done," "seen" and "taken" are three words we work out, too, in a game. They each have three little partners who never desert them, *have*, *has* and *had*.

We look out of the window and *see* things, then actually work out the tenses.

We *do* things and work out the tenses and we *take* things and work out the tenses. It's all lots of fun and school is not so tiresome when there is movement. Don't forget that primary children get tired. —*Oklahoma School Herald*

HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

DEAR RURAL TEACHER.—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children, and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

One day a sunbeam met a cloud;
'Twas in the month of May.
Frowning, the cloud said, angrily,
"You're always in the way!"
The sunbeam smiled, and said, 'My dear,
Why can't we work together?
The flowers need us both you know,
Sunshine and rainy weather."—*Selected.*

MAY

What is the name of the new month? To what season does it belong? How many days in this month? Is it a longer or shorter month than April?

What is the meaning of the word "May?" The Indians called May, "The moon of green leaves." In some other languages the word means "green leaf."

Has May any days of special interest? Any holidays?

It would be well to revive the old custom of celebrating May day. Tell the children the manner of celebrating the day in different countries. Encourage them in observing one of the prettiest May day customs, that of hanging May baskets on the doors of their friends' homes.

Take the children to the woods to gather the flowers for their baskets.

The baskets should be made during the busy work period of stiff card board or Bristol board, covered with bright colored crepe paper, and tied with dainty ribbon.

Another day of special interest is Memorial Day.

It was first observed in 1868, and is now in every state a day on which to honor the brave, and to think of our country, and what we can do for it.

PATRIOTIC QUOTATIONS

Give me liberty or give me death.

Those who deny freedom to others, deserve it not for themselves.

Education is a better safeguard of liberty than a standing army.

Mercy brings richer rewards than strict justice.

The God who gave us life gave us liberty at the same time.

No man is good enough to govern another man without that other's consent.

MAY POSTER

Many of the cuttings during the month may be used in posters.

Soldiers, tents, swords, guns, flags, cannon balls, soldiers' hats, also trees, flowers, maypole, boys, girls, etc.

Give each child a large sheet of drawing paper. Have each represent either the soldiers' camp, or a May day scene. For the soldiers' camp draw a number of trees and low shrubs, and among these mount the tents, and soldiers lying and sitting, also soldiers on guard. Their guns, swords, caps, etc. may be mounted in appropriate places.

Many girls will enjoy representing a May day festival. Start with a rustic scene similar to the camp. Draw a May pole, and downward from same paste many narrow strips of colored paper. Chairs, tables, baskets, and a number of boys and girls drawn or mounted paper cuttings will complete the scene.

THE RAINBOW

When the sun shines out very suddenly after a rain what do we see in the sky? Where do we see it in the morning? In the evening? What is its shape? What are the rainbow colors?

"If all were rain and never sun,
No bow could span the hill;
If all were sun and never rain,
There'd be no rainbow still."

By means of what can we make an artificial rainbow?

Bring a prism into the school room, and have the children observe the different colors.

For busy work give the children parquetry papers, and have them lay and paste the colors of the spectrum. They may also arrange different designs using the rainbow colors.

WORD STUDY

Ask the children to cut from papers and magazines pictures suited to the month, such as a man with a hoe, a boy going fishing, a girl with a basket of flowers, a boy with a kite, birds and birds' nests, boys playing ball.

Mount these upon card board. Give each child a card, and have him write below all the words which the picture suggests. For example, if he has the picture of a boy going fishing, some of the following words will be given:—boy, hat, fish, hook, line, pond, etc.

For class work sentences may be given and the words used for spelling lessons.

GARDENS

The tendency of the schools has been largely to lead children away from the farm. Some may argue that it is not the business of the school to train farmers, but it is the business of the school to train all for the greatest efficiency and usefulness in whatever work is undertaken.

Many of the children now in the rural schools will remain upon the farms the early part of their lives, and will be concerned with the activities associated with country life. Help them to find enjoyment, and pride in farm life. Farming should have a fair chance with other occupations.

If the school grounds are large enough, each boy may be given a small amount to be used as a vegetable garden, or instructions may be given and he may have his garden at home. Boys and girls may unite in beautifying the school grounds with flower gardens.

Stone piles and fences may be covered with vines, and all the unsightly spots transformed by the children into bowers of beauty.



MERRY, MERRY, MONTH OF MAY

LAURA ROUNTREE SMITH.

Merry, merry month of May,
Blue-bird is coming back to stay,
Bunnies in the merry spring,
Round the May-pole dance and sing,
Thirty one days in a row,
Come with merry May we know.
All the little Bunnies say—
"Welcome, welcome merry May!"

MISS SKY'S WARDROBE

BY MARY DAVIS, Clinton, Mass.

Fleecy white, blue, buff, and rose;
Doesn't Miss Sky wear pretty clothes?

Sleepy little Lie-A-Bed
Never spies her kirtle red.

When she smiles in dainty blue,
Ponds and puddles choose that hue.

When she wraps herself in gray,
Silver raindrops fall all day.

Posies mix rich colors rare
For her sunset mantle fair.

Velvet black she wears at night
Trimmed with bands of moon beams bright.

Lilac, green and tender rose,
Doesn't Miss Sky wear pretty clothes?

A little girl may love the flag
That floats above her land,
And she can bravely do her part
To make her country grand.

Rhyme-story of the seed found on page 265 in April issue is to be taught after the children have studied the picture "The Little Gardner."

BOOK NOTER

LITTLE BOY BLUE By William L. and Irene Finley. Illuminated cloth, 60 pages. Priee 75c. Published by Houghton Miffin Company, Boston, New York and Chicago. The Biography of a Bird.

a beautifully illustrated volume in story form for children relating to the blue bird.

THE WHOLE YEAR AROUND By Dallas Lore Sharp. Illuminated cloth, 135 pages. Published by Houghton Miffin Co., Boston, New York and Chicago. Price $2.00 net. The book is beautifully illustrated. The purpose and hope of the author are indicated in the introduction which follows:

The writer of this book has four children of his own, and not so very long (he can remember it) he was a child himself, and roamed the fields, as still he does, with all the child's love of freedom and joy in the companionship of wild things—wild lives, wild winds, wild places, and the wild hours along the edge of dusk and dawn. And if he has any right to ask other children than his own to tramp the wild places with him through the pages of this book it is because he is still a child and cannot outgrow his love of Saturdays and skates and deep woods and the ways of the wild folk, great and small; and because, again, he has tramped the wild places (for his home is in and tramped them the seasons round—stormy night's and tramped them the seasons round—stormy nights and lazy autumn days, and summer and winter; and he has seen—only what his readers have seen, no doubt,—the ordinary things, but he has often felt, as all thildren do at times feel, strange deep things, things more wonderful than anybody ever saw. And yet the ordinary things, ordinary only because we have not watched them and thought about them, are really what we are going out to see; and we are going out in an ordinary way—upon our two feet, barefoot when we can, in rubber boots if we must; sometimes with a fish pole; sometimes with a hoe; sometimes with a camera—but never with a gun; and if we see nothing more than the sky and the earth, we shall not have had our tramp in vain—not if the sky is full of clouds or storm or stars; and not if the earth is full of wildness and freshness and freedom; and not if our hearts are full of—it may be, of those strange deep feelings that the hearts of children know.

And so the author hopes that this book in its new cover, with its new name (It is made of four books of the seasons bound in one) will find its way into many homes, where the four separate books went only to the schools. And if it comes to your home, he hopes that it will take you into the fields and woods and, if possible, cause you to love them and all their wild life more.

HOW MOTHER ELEPHANT CARES FOR HER BABY

Here is a little animal story that all the children will enjoy:

In the forest and jungles of India and Africa where the elephant's home is there are many big snakes that might harm the baby elephant. The mother makes the bed of grass and leaves and then treads it down to make sure that there are no snakes hidden in it She then gathers up some fine dust in her trunk and blows a cloud of it into the folds of his skin till he is thoroughly powdered. This is done to keep the poisonous insects from getting into the tender folds of skin and biting him. She then covers him with grass, leaves, and sticks so that no hunter can find him.

(Concluded from page 282)

$4.00, $5.00, $7.00. Breakfast, 75 cents. Lunch, 1.00. Dinner, $1.50. Also a la carte service.

Admission fee 50 cents per day will be added to the rate. Hotel card entitles guest to readmission to Exposition grounds as many times a day as is desired.

THE BELLEVUE, Geary and Taylor Streets. Exposition cars pass door.

European Plan. All rooms with bath. Two persons in room, $4.00, $5.00, $6.00. Breakfast, 50 cents, 75 cents, $1.00. Luncheon, 75 cents. Dinner, $1.25. Also a la carte service.

THE CLIFT, Geary and Taylor Streets. Cars pass door direct to Exposition grounds.

European Plan. Single room, $3.00, $4.00. Two persons in room, $5.00, $6.00. Breakfast, 75 cents. Luncheon 75c; Dinner, $1.00; Sundays, $1.25. Also a la carte service.

THE RAMONA, 174 Ellis Street.

European Plan. All rooms with bath. Rates, $1.50 a day and up. Breakfast, a la carte service. Luncheon, 50 cents. Dinner, 75 cents.

EXPOSITION INN, California and Pierce Streets.

European Plan. Seventy-five cents to $1.00 a day, per person. Weekly rate, $5.00, $7.00, $8.00. Meals a la carte.

WOMEN'S HOTEL, 642 Jones Street.

No dining room. All rooms with bath. $1.00 to $1.75 per person, single. $1.00 to $1.50, per person, two in room. $9.00 per week, per person, single. $5.00 to $7.50, per week, per person, two in room.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION, 1259 O'Farrel Street.

Room and board, $1.25 a day.

Visitors desiring accommodations at the hotels must secure the same by direct communication with the hotel managers, and reservations should be made early.

Applications for list of other hotels or for accommodation in boarding houses may be addressed to the chairman of the committee and should state rate per day, with or without meals.

MRS. MILTON ESBERG,
560 Union Street,
San Francisco.

MAKE YOUR RESERVATIONS EARLY

OFFICIAL TOUR

The official trip to the Pacific Coast will be under the auspices and leadership of the Bureau of University Travel, leaving Chicago August 1. The officers of the Union heartily indorse the plan of this tour. The trip via the Canadian Rockies is beautiful beyond description, and any one who is so fortunate as to enjoy the marvels of its scenery under conditions of such comfort as are offered by the Bureau will double the value of her vacation. The itinerary is a comprehensive one, as it includes in addition to the Canadian Rockies the advantages of a tour in Southern California and the Grand Canyon of Arizona. Large economy of time will be gained in attending the Exposition and the Convention, as well as in travel arrangements, by registering under the auspices of the Bureau of University Travel. Printed itineraries and information may be obtained from the Secretary, Miss May Murray, Kindergarten Review, Springfield, Mass.

HEALTH SUPERVISION OF CHILDREN BEFORE SCHOOL AGE

That special medical attention should be given to children in the four or five early years before school begins is asserted by Dr. David Forsyth, an English physician, whose views are published in a bulletin just issued by the United States Bureau of Education. Dr. Forsyth declares that medical inspection of elementary school children points to a widespread physical deterioration during the first four or five years of life, which leaves the majority of children with serious but preventable defects.

"Little or nothing has been done as yet by way of solution," says D. Forsyth. "Preventive measures limited to the first years are unlikely to have much influence in warding off later troubles. A gap, at present unabridged, stretches from the first year to the fifth, when the school medical inspection begins."

As a suggested remedy Dr. Forsyth describes a plan adopted in the city of Westminster, England. In January, 1912, a medical inspection center was opened for children of school age in the north half of the city. Here a staff of health visitors is maintained, to get into touch at once with every family where a child is newly born. Through this staff every child in the district is kept under medical supervision from the time of its birth until the end of its fifth year, the purpose being to hand the child over sound and healthy, to the school authorities.

Of 374 children examined during the first year of the center, 131 were under 1 year of age, 77 under 2 years, 83, 50, and 33 under 3, 4, and 5 years, respectively. The medical record cards showed a rapid rise in the tide of disease with each year of life. It was found that while most children in the first period are healthy, only a small minority come through to the fifth year without at least one physical defect of some kind.

Dr. Forsyth concludes: "Large numbers of children, healthy in all respects at birth, become within five years the physically defective entrants whom the education authority is required, at no small cost, to restore, so far as possible, to their original state of health. Yet most of these cases are preventable, or, if taken in time, can be remedied more speedily, and therefore more cheaply, than if left until school age, by which time not a few will have received permanent damage—physical or mental. The problem of the defective child largely resolves itself into the problem of the under-school age child, and seems hardly likely to be solved by anything short of a general plan insuring to all children regular medical supervision from birth to school age. And this, to be fully successful, must run side by side with educational measures for instructing the mothers themselves who, from ignorance far more than from willful neglect or even from indigence, are unable to safeguard their children's health."

They that will not be counseled can not be helped.—*Benjamin Franklin.*

THE MONTH OF MAY

J. M. Niven, 39 Yorkville Ave., Toronto, Can.

"O bonnie May in work or play
She sets the world to laughter,
In pink and white the blossoms bright
Come gaily out to greet her."

I am the smallest month in the year, if you judge me by the number of letters in my name. But that is the only small thing about me, for I will try to show you how hard I work to make the whole world beautiful and happy.

The children call me Merry May. I heard some of them singing one day while in school. This is what I heard through the open window:

"Welcome, welcome, lovely May,
Merry, merry, May; merry, merry May,
Welcome, welcome, lovely May,
Merry, merry, merry, merry May."

And the best of it was, they sang as if they meant every word.

I bring thirty-one days with me. I try to make them as full of sunshine as possible. Sometimes I bring a shower or two along, but the people do not object, for I hear one and another say: "This rain will do a lot of good, its just what the ground needs.

Have you ever gone out to the country in May to see how beautiful are the fruit-trees with their blossom coats? Not in any other month can you see such a sight. The perfume of the blossoms is everywhere.

Out of the velvet buds they come, covered with pollen, and as it is shaken into the heart of the flowers, we know that fruit will come later on.

See the butterflies of all colors darting about in every direction, as if they were having a game. Resting, perhaps, a dozen at a time, on some bush, then off again in a zig-zag flight, which helps them to escape from their pursuers.

How the children like to gather the first wild flowers, and how happy my May buds make them. The waxen white blossom with the yellow centre perfumes the woods, especially after a shower.

Mine is the month when the gardens are dug and seeds planted. Boys and girls get their school-gardens ready and vie with one another as to whose garden will be the best kept. Think of the exercise people are getting!

The joyful feeling in the human breast which the sight of so much beauty in nature arouses, has been celebrated in some way by nearly all peoples. The ancient Romans had their floral games. Many other nations had their first of May fetes. Back in the 16th century the people on May-day in England, gathered flowers and branches of hawthorn, and brought them home, singing as they marched along.

The fairest maid in the village was crowned with flowers as the queen of the May.

In every town and village in England in olden days, a pole was set up on May day. It was twined with flowers and around it the village people danced.

Some old proverbs regarding May:

"Change not a clout
Till May be out."

"Mist in May, and heat in June,
Make the harvest right soon."

"A swarm of bees in May
Is worth a load of hay."

"O the shining days of May,
Don't you hear them coming, coming?
In the whispers in the ground,
Where the blossom life is stirring;
In the music in the air,
In the laughing of the waters,
Surely hearts must needs be gay
In the shining days of May."

The birds and the bees will tell you that they are having the time of their lives. The birds are so happy in May that they cannot help but trill out their sweet notes. They know that the leaves will soon be big enough to shelter their nests from prying eyes, and then they will be safer.

Watch the bees as they

"Gently flit from flower to flower,
While the sun is shining,
Gather honey all the day
Till the sun's declining."

A WREATH, A FLAG, A SONG.

Laura Rountree Smith.

1st, (with wreath)

I bring a wreath of evergreen,
To place o'er the Blue and the Gray.

2nd. (with flag)

I bring the red and white and blue,
To wave where the soldier lay.

3rd. (with song-book)

I bring a song we sing to-day,
For the soldier boys, the Blue and the Gray.

All. (Tune—"Annie Laurie")

We're bringing for the soldiers
Our dear red, white, and blue,
We're singing of the soldiers,
Bring evergreen wreaths too,
Then scatter flowers sweet,
Our heroes names repeat,
We're singing of the soldiers,
On Decoration Day.

The present war is by no means indicative of the progress made by humanity against wars, and the destruction of human life. It is beneath the standard of the commonest and least educated people of America and those who are responsible for this horrible butchery will always be considered little better than "murderers of men."

GEMS FOR MEMORIZING

May we, like the clock,
Keep a face ever bright,
With hands ever ready
To do what is right.

This is my country's glorious flag,
And I am my country's boy,
To love and serve my native land,
Will ever be my joy.

Sleep, baby, sleep!
Thy father watches his sheep;
Thy mother is shaking the Dreamland tree
And down comes a little dream on thee.

Saucy little bluebird
Singing, off he flew;
With his pretty brown vest
And his suit of blue.

Robins in the tree tops,
Blossoms in the grass,
Green things a-growing
Everywhere you pass.

Swallows, robins, thrushes,
Singing loud and gay,
Who could ask for sweeter sounds
Than these on a spring day?

A little bird with feathers brown,
Sat singing in a tree;
The song was very soft and low,
But sweet as sweet could be.

Said robin to the blue bird,
"My nest I now must build,
And shortly you shall see it,
With pretty blue eggs filled."

Would you know the baby's skies?
Baby's skies are mother's eyes;
Mother's eyes and smiles together
Make the baby's pleasant weather.

What do they do in Babyland?
Dream and wake and play,
Laugh and crow,
Shout and grow;
Jolly times have they.

A little rain and a little sun,
And a little pearly dew,
A pushing up and a reaching out,
Then leaves and blossoms all about;
And that's the way the flowers grow,
Don't you know?

Only a little seed,
Very small indeed;
Put it in the ground,
Wait and see
What it will be.

THE JOLLY JUMP UPS

By Mary Davis, Clinton, Mass.

The jolly little Jump Ups
Are 'special friends of mine,
They laugh when matters go amiss,
And never, never whine.

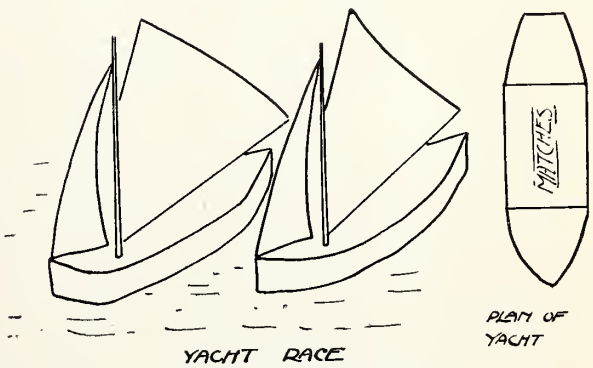
Fat, little Johnny Jump Up
Fell flat upon his nose,
Instead of screaming loudly
As *you* might p'raps suppose,
He picked himself up quickly
And scampered down the street,
A chap as brave as Johnny
Is worth my while to meet.

For jolly Jump Ups laugh, "Ho, ho,"
When they go tumbling down,
And wear a plucky little grin,
Instead of a black frown.
Sweet, rosy Janie Jump Up,
Mislaid her chain of gold,
Still not a single tear she shed,
Nor did she sigh or scold,
But calmly looked in likely spots
Upon the grass and ground,
Her playmates swarmed to help her
And soon the chain was found.

Oh, jolly Jump Ups say, "One smile
Is mightier than ten tears,
And if we carol in the storm
A rainbow will appear."

THE YACHT RACE

John Y. Dunlop



A MATCH BOX YACHT

Two boxes and strips of paper for the sails and body of the yachts.

Cut a piece of paper the shape of the deck of the yacht. Glue on the top of the match box.

Cut the strips for the sides. Fold for the bow gun on the sides.

Cut out the sail. Fix the mast by passing through a hole in the match box.

Mount the sails.

THE SAN DIEGO EXPOSITION

"Every American should see the San Diego Exposition. Architectually, it is the most wonderful achievement I have ever seen."

This opinion, expressed by John Barrett, director general of the Pan-American Union, gives in a few words the sentiment of the hundreds of thousands who have visited the grounds of the Panama-California Exposition at San Diego, which opened on New Year's Eve for the entire year 1915.


LOOKING WESTWARD IN EL PRADO

Even the most optimistic prophets failed to realize what a drawing card the San Diego Exposition would be to persons from all parts of the country. More than 42,000 persons attended the opening New Year's Eve; and since then, thousands have passed through the exposition gates every day. Although the low railroad rates from eastern points did not go into effect until March 1, the great stretch of country east of the Rocky Mountains is well represented among the visitors who throng the exposition grounds.

With San Diego one of the most important military and naval centers on the Pacific Coast, the army and navy of the United States of course play prominent parts in the life of the exposition. The land parade on January 2 to celebrate the opening of the first all-year exposition in history was one of the largest military parades ever seen on the Pacific Coast. Since that time, the First Battalion, Fourth Regiment U. S. Marine Corps, which is camped on the exposition grounds, has held daily drills, music being furnished by the regimental band, which also is stationed at the exposition for the entire year 1915. A division of United States cavalry accompanied by the First Cavalry band is also stationed in the park, while sailors and bands from the warships in the harbor furnish the naval features.

Convention bodies from every industry and profession are rallying in force at the Panama-California Exposition, which divides with the San Francisco Exposition the field of special 1915 interest on the Pacific coast.

The two world's fairs are entirely different, San Diego laying special stress on the outdoor features of the display, such as the orange and lemon and grapefruit orchards, the intensive farm modeled after the best scientific farms of this sort in the west, the tea plantations, the large scale farming display and similar exhibits, these supplementing the exhibits in the Spanish Colonial building along El Prado and the Plaza de Panama.

The architecture is singularly interesting, being of the beautiful style which produced the missions, the


FROM A SPANISH BALCONY OVERLOOKING THE SEA


U. S. MARINES IN THE PLAZA de PANAMA

cathedrals and the palaces of Spanish America one, two and three centuries ago, but never before developed in the United States. The style is in amazing harmony with the landscape development on the crest of the mesa and the slopes of the surrounding canyons, a great jungle of palm and acacia and a thousand flowering trees and shrubs which attain their finest growth in southern California's coast country. From all points of the grounds one looks back to the citrus valleys and the mountains of Mexico and California or out to sea.

There are many special features along the Isthmus, the amusement street, in the building and in the special events such as the recitals on the largest outdoor organ in the world, the daily reviews of the U. S. Marines encamped on the grounds and the spectacular events of like character, but the great feature of San Diego's Exposition Beautiful will remain the extraordinary landscape with the rare harmony of grounds and buildings.

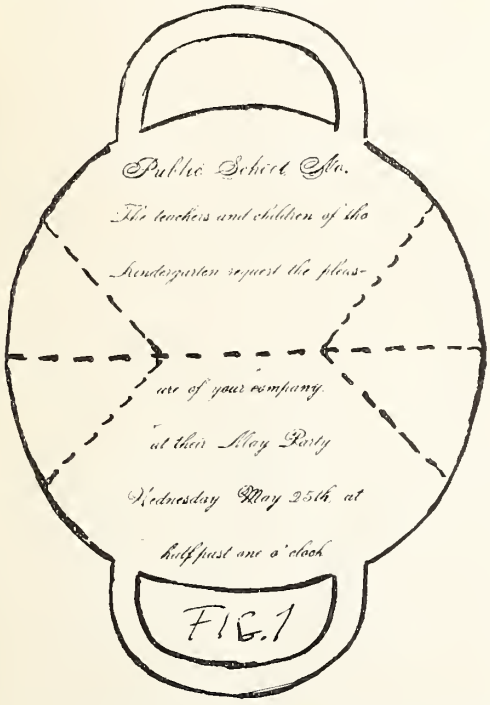
INVITATIONS TO OUR MAY PARTY

Dr. Jenny B. Merrill

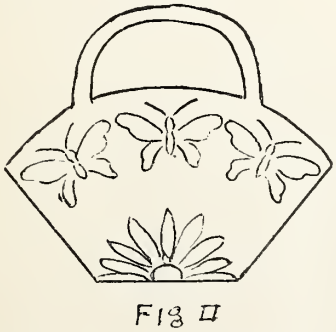
Many of the kindergartners formerly under my supervision were quite original in preparing attractive invitations for the May party. Recently I found among my treasures a few specimens of such invitations which may prove suggestive to others.

The teacher sometimes colored them herself, and at others the older children assist after the pattern is prepared. Such an artistic invitation is educative. It has a drawing, an enticing power and helps to bring parents to the school.

The little ones are delighted to carry it to mother



even if mother cannot attend. The pretty invite gives real joy in the home. We have chosen the butterfly basket as it is quite unique. Opened it is a circle with one handle above and one below.



If stencils are used the children may be able to outline the flower and butterflies before folding the basket. The basket when folded is a "surprise."

Figure 1 shows inside of the basket, containing an invitation, size 6 x 9 inches.

Figure 2 shows outside of basket, folded.

When open, design for this shows a sunflower in the center with butterfly border, harmonizing.

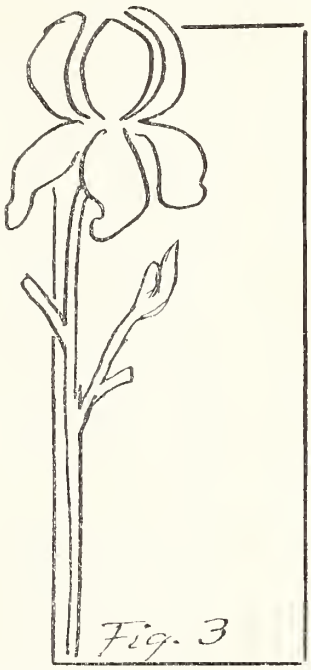
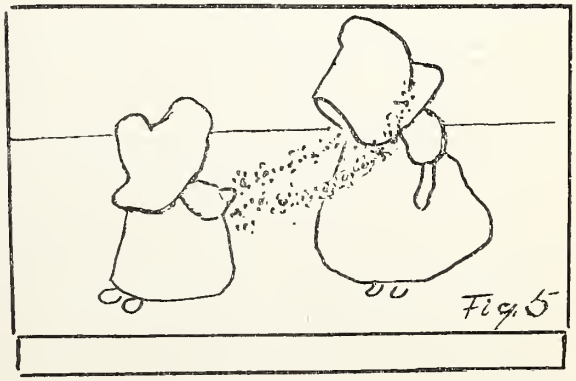


Figure 3, size 2¼x5, has portion of flower and stem cut out, purple Iris, green stem, invitation on front of card.



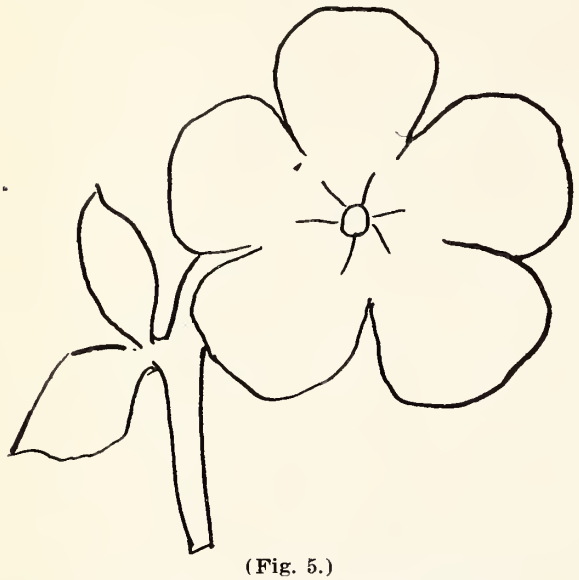
Figure 4 shows a wild rose, pink flower, center yellow, left half of flower cut out, invitation to the right.

Figure 5 shows three fold card, size, when open, 4x7½. Invitation on the inside. Sunbonnet babies in



oclors on outside fold, with these words at the bottom:

"May party in Mt. Morris Park."
Figure 5, cut out design, using paper about 7 x 5



(Fig. 5.)

inches. Colors pink and green, invitation on second sheet, cut same shape as flower.

DEVELOPMENT OF THOUGHT WHICH RESULTS FROM PICTURE-STUDY

Mary E. Cotting.

Pictures tell a story of some brave deed; beautiful act; interesting, or beautiful place; an occupation; pleasures of man alone, and in relationship to others and much else; customs of foreign lands; customs of long ago times; the duty of man toward God, man, nature.

The artist may show things, or events, exactly as they appear, or he may create—or make up from his mind—a picture, and with paint and brush put his thought-picture upon the canvas for us to see.

There are pictures of out-of-doors and indoors. In some there have been introduced the figure of man or beast alone; and sometimes in groups. Also the bushes and trees may be shown singly, or in groups. In some pictures there is much light; in others shade (sunshine and not sunshiny.)

Pictures are to make us think, give us pleasure, and add beauty to our homes.

Through studying pictures the child is introduced to many conditions of life: this will lead him to give to nature and her dependencies that active attention and close observation which shall enable him to grow by degrees into an understanding of and reverence for that which makes the common daily life of man and beast.

The child is to realize that beauty is all about him. Family life exists in many forms. Care, responsibility and labor are the portion of the units of the family whether human, or animal, or plant. That all are dependent upon one another; and all upon the Giver of all life. One great law holds everything together—and this law is obedience. Who breaks the law not only suffers himself but causes suffering to others. So—we must be truthful, brave, thoughtful, kind, cautious, industrious, reverent, and greatest of all obedient.

FRIEDRICH FROEBEL

BORN APRIL 21, 1782, DIED JUNE 21, 1852.

Dr. Mary E. Law, Toledo, O.

(omitted from last issue.)

The twenty-first of April is not observed as an universal holiday as yet but the time is coming when it will be, for Froebel was one of the world's greatest benefactors.

Froebel, though of German birth, was a cosmopolite by nature and belongs to humanity or the world at large. His scheme for the development of the young body, mind and soul was founded on scientific and psychological laws as true today and as universal in their application as they have always been from the beginning of time. Froebel was an educational, or pedagogical genius and only those who approach him in a measure, in at least, knowledge and intuition can understand his method or appreciate his philosophy. Froebel is a great sun in the educational universe whose light will grow brighter and brighter, while the lesser planets, like Herbart, Montessori, and many smaller ones are already receding from view. There are many ways of observing his birthday but one of the most effective is to unveil a bust or picture of Froebel. The children should be prepared in the usual way by talks upon the childhood of Froebel and what led to the founding of the kindergarten. His house and monument should be made with the gifts and after suitable songs and games the bust or picture be reverently unveiled. Flowers and greens should be used in profusion. Why not celebrate the heroes of peace, and place them on a pedestal for children to love and emulate?

CARE OF THE EYES

Things which hurt the eyes:

Looking directly at anything very brilliant suddenly, or a long time, injures the eyes and is a dangerous practice.

Reading, sewing, or otherwise using the eyes in an imperfect light, as moonlight, twilight, or firelight.

Reading so long as to strain the eye.

Reading too fine print or constantly changing the focus of the eye from coarse to fine print, or vice versa.

Squinting or rolling the eyes strains the muscles.

Facing the light when using the eyes.

Bending over one's work or book.

Seventy-one courses in religious education are now offered, as courses training undergraduates for usefulness in the educational work of the churches, by thirty-four college. Of these nineteen have special departmental libraries of religious education, ten have special exhibits, eleven have practice schools and seven have established some form of organization for the culture of the professional spirit, such as religious education clubs. In six colleges—Carleton, Columbia, Drake, Grinnell, James Millikin, Yale and University of Chicago—students are permitted to major in religious education.

AN EXPERIMENT IN KINDERGARTEN EXTENSION WORK

In the spring of 1913 Dr. Franklin B. Dyer, superintendent of schools in Boston, called for volunteers from among the kindergartners to try the experiment of doing advanced kindergarten work with the children of the primary grades for two afternoons a week. The response was immediate and cordial; in September there were 49 kindergartners at work at this problem in 30 school districts, with the children of 60 primary classes.

The organization varied somewhat, but the most common arrangement was for the kindergartner to take one division of the lowest primary grade for the first hour of the afternoon session and the other division for the second hour of the session, reversing the order of the divisions on the second day. Occasionally her work was with only the lower divisions of the two first grades, and again it extended into a second grade.

Great freedom was allowed in the choice of activities and arrangement of the programme, though at Dr. Dyer's request all the teachers gave ample opportunity for the free conversations familiar in the kindergarten, but often lacking in the primary classes, with their larger numbers and more formal procedure. Advanced gift and hand-work were used in most classes, the former for free construction and for number work, the latter for hand training and for free expression of experiences, drawing and paper cutting proving especially valuable in this work. Games were played, stories were told, and many delightful excursions were taken to woods and parks and farms and beaches, both stories and excursions furnishing rich supplies of material for conversations and expression through hand-work.

It is hard to measure the results of such work; they come in ways that do not yield to statistical measurements. Most noticeable of all was the joy the children themselves took in the kindergarten afternoons. Instead of feeling it "babyish" to go back to the kindergarten room for session, they openly rejoiced in it. Those afternoons were "perfect-attendance" sessions, and more than one primary teacher said that the only discipline needed in her class was to deprive a child of his "kindergarten afternoon."

At the close of the year the 60 primary teachers were asked for reports and frank comments on the experiment. All but one reported favorably, many with enthusiasm. The chance which it gave them to work with smaller groups was greatly appreciated, and several reported specifically that this had resulted in having a larger number of children than usual ready to promote. That the experiment had awakened intelligent interest among the teachers is shown by their questions: Could we arrange for conferences between kindergarten and grade teachers? Could primary teachers be given time for home visiting? Is there any way of furnishing instruction in kindergarten work as a whole to primary teachers in active service? Can the ideals of the kindergarten be made the ideals of the school? Can the grades be given a more flexible programme? Can there be more time for this extension work another year? It is hoped that some of these questions may be answered by degrees through the new three-year kindergarten primary course to be established in the Boston Normal School in the fall of 1915, which is to give special training for teaching in the kindergarten and first three grades, a step which ought to do much toward bridging the gulf that so often exists between the kindergarten and school.

This "kindergarten-extension" experiment was a gift on the part of the kindergartners during its first year; no pay was given for the additional two afternoons of teaching each week. This year, however, the experiment is continuing, and the kindergartners are granted $1 an afternoon for the work.

The following extracts from letters written by kindergartners who carried on the experiment last year will give a more vivid idea of its significance than can be conveyed by general statements:

1. (From a kindergartner in a crowded suburban dictrict where very few children come from even comfortably well-to-do homes:)

"As the spring began I took the children out whenever I could to see the awakening of nature. We noticed the grass and leaf buds and early flowers as they came—snowdrops, tulips, and hyacinths. Previous to this the children were interested in the growing plants that I had in the kindergarten; I had a pan of daffodils, two pots of hyacinths and two pans of paper white narcissus at different times, and the children enjoyed noticing each week how they had developed. We had drawing lessons based on these observations and on the flowers I took to the kindergarten from week to week, such as pussy-willows, anemones, may flowers, dandelions, violets, lady-slippers, columbine, etc.

"One week we went to a friend's house and saw in her yard ducks, hens, and two turkeys, one a very fine gobbler. The day being windy we noticed the clouds and weather vanes. One vane we studied and the children noticed the different letters on it, and with a little careful looking and some explanation we found that the wind was S. W. On each walk we usually had a few minutes for free play in one of our two parks, and on this same windy day we stood under a group of pine trees and heard the song of the wind through them. * * * We went to the aquarium, a visit thoroughly enjoyed. Out of a class of 40 children only 7 or 8 had ever been there before. We also had a half hour's fun on the beach each day, and for some of the children the car trip was an unusual treat. They were well-behaved, and we had a good time all around."

2. (From a kindergartner in a suburban district, close to the country, where many of the people own their own homes:)

"After much groping about among the many alluring possibilities, I decided that first and foremost I would take those primary children out of doors into

the woods and fields each week, and that I would also train them to careful and accurate use of scissors and paintbrush. This latter work was carried on for several months and resulted in marked improvement in the quality of their hand-work throughout the first-grade year.

"The children loved the excursions. We climbed out upon Sally's Rock and reveled in the far-reaching view; we wandered in the woods listening together to the music of the wind in the tree tops, or watching red and gold leaves drift silently down against a background of dark evergreens; we were blown about the open fields by the 'Wild West Wind,' who swayed the tall grasses like ocean billows around us and sent masses of great, fleecy clouds flying over our heads. Back in kindergarten again, we talked our excursions over together, occasionally weaving our experiences into a simple story, which I often wrote down bit by bit as the children gave it to me. Dearest of all to the children's hearts was the trip to the zoo and nothing could be more spirited and graphic than the set of drawings in which next day they immortalized every slightest detail of that experience."

"As the weather became too severe for excursions, story-telling and games were substituted. The children were always delighted and eager to cut or draw their version of the story given them, and some of these versions proved most entertaining. The best drawings were those illustrating the stories of David and Goliath and How Cedric Became a Knight. The class gained perceptibly, too, in power to retell the stories in response to a few leading questions."

ARRANGEMENTS have been made with the Des Moines school board to give credit for Bible study in the three high schools of Des Moines. Classes have been organized in each school, with instructors from the faculty. The work will be carried on outside of school hours. This is the first time that credits have been thus given in Iowa, but it is in line with a resolution adopted by the Iowa State Teachers' Association in its recent convention in Des Moines.

SOME interesting figures appear in Dr. Carroll's report of church statistics for 1914. The total increase in all faiths in membership was over three-fourths of a million. But this is only an average increase of two per cent. The grand total of members is 38,708,149, of whom 17,438,862 are in the churches of the Federal Council.—*Religious Education.*

It requires a peculiarly gifted individual to teach and train children properly; a diligent and conscientious schoolmaster who educates and instructs boys faithfully can never be sufficiently rewarded or paid in money.—*Martin Luther, Sixteenth Century.*

And I will trust that he who heeds
The life that hides in mead and wold,
Who hangs yon alder's crimson beads,
And stains these moses green and gold,
Will still, as he hath done, incline
His gracious care to me and mine.

—*John Greenleaf Whittier.*

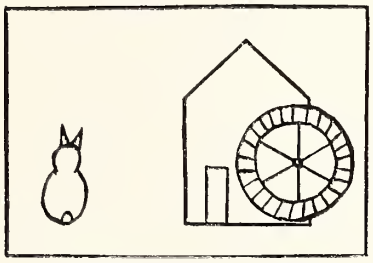


STRAIGHT LINE CUTTING

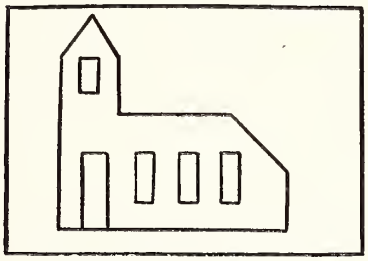
CARRIE L. WAGNER.

The children always enjoy the song "A Little Boy's Walk" in Poulsson's Finger Plays, and they will delight in picturing it in their paper cutting. The rabbit may be drawn free hand, cut out and mounted. Fold a four inch square into sixteen squares; open and cut through on the center line making two pieces. Fold the two top corners of one of these pieces on the diagonal and cut off on the line. This is the mill. Cut a wheel out of the other half of the square, then mark it to form the spokes, and paste it on the mill. The little church is cut from a four inch square folded into sixteen squares. Cut on the center lines to the fourth vertical line, then cut on that line through the top edge. This cuts away six squares, leaving ten, which may be cut into the church. On the right side fold the first upper square on the diagonal, open and cut off on the line. This forms the roof at the back of the church. Now fold the top square of the tower on two diagonals, open and cut through on both lines, forming the roof to the steeple. Draw doors and windows, and the church will be complete. The bridge is cut from a four inch square folded into sixteen little squares. Cut the square into two pieces through the center. From the end of one of the pieces cut away two squares on the first vertical line, then cut out the center square at the bottom. From the other pieces cut a square away from the lower left corner, and then cut out the third square at the bottom of this piece. Mount these two pieces together as illustrated forming a nice long bridge.

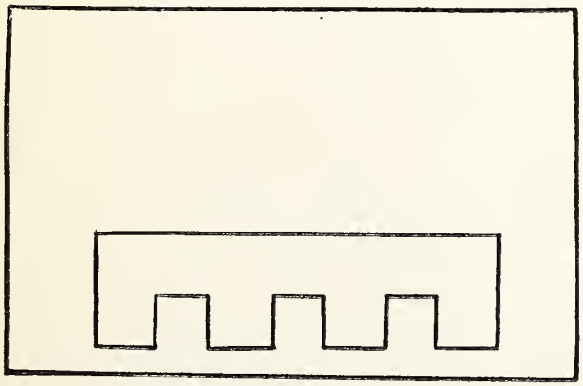
Fold another four inch square into sixteen squares, open and fold into book form. Now cut on the center horizontal line, on each side within the fraction of an inch of the center vertical line of the folded piece: then cut down on each side through the lower edge, making the trunks of the trees. There are no lines to shape the tops of the trees, so cut on each side from the center horizontal line on the diagonal to the top of the center vertical line. This makes the two trees. Mount them, and cut from the pieces left the birds and clouds.



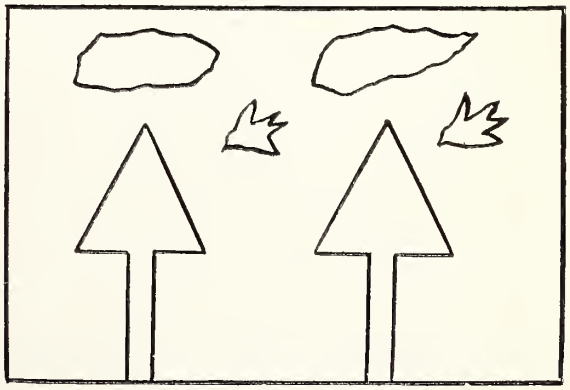
The rabbit and mill wheel



The little church so still



The bridge above the waters



The trees, birds and clouds

Lucy Wheelock, chairman of the I. K. U. Peace Committee has issued an appeal urging that all women should enlist in the campaign for peace as a member of the local branch of the Woman's Peace Party. She states that an educated public sentiment is the only means of securing peace which can be permanent and universal. Each community and each individual helps to create public sentiment. No woman can be excused from active participation in the great world-wide movement for promoting ideals of peace. These ideals are best promoted through education. The kindergarten is the beginning stage of our educational system. Hence the kindergartner occupies an especially responsible position. Her relations with the family and neighborhood are more intimate than most teachers. She is in a position, therefore, to be able to create opinion in a neighborhood favorable to any cause. All members of branches of the I. K. U. are urged to identify themselves with tihs movement.



THE COMMITTEE OF THE WHOLE

CONDUCTED BY BERTHA JOHNSTON

THIS COMMITTEE OF THE WHOLE, of which all Subscribers to the Kindergarten-Primary Magazine are members, will consider those various problems which meet the practicing Kindergartner—problems relating to the School-room proper, Ventilation, Heating, and the like; the Aesthetics of School-room Decoration; Problems of the Physical Welfare of the Child, including the Normal, the Defective, and the Precocious; questions suggested by the use of Kindergarten Material, the Gifts, Occupations, Games, Toys, Pets; Mothers-meetings; School Government; Child Psychology; the relation of Home to School and the Kindergarten to the Grades; and problems regarding the Moral Development of the Child and their relation to Froebel's Philosophy and Methods All questions will be welcomed and also any suggestions of ways in which Kindergartners have successfully met the problems incidental to kindergarten and primary practice. All replies to queries will be made through this department, and not by correspondence.

Address all inquiries to

MISS BERTHA JOHNSTON, EDITOR,
389 CLINTON ST., BROOKLYN, N. Y.

To the Chairman of the Committee of the Whole: L

Memorial Day comes this month and while paying due honor and tribute to the heroic dead, who gave their lives for their country, it offers opportunity, also, to make the children realize, that the true way to honor their sacrifice, is to do our civic duty faithfully in times of peace; be kind and true in the home circle; honest in business; to vote intelligently and to pay taxes faithfully; and to take an interest in the welfare of one's immediate environment. While honoring the soldier, the teacher of the older children may remind them that Froebel was a soldier but served his country and the world best by his contritribution to education. That Colonel Parker was wounded in the Civil War, but that his services did not end there, but after the war he introduced new and important educational methods that added to the joy of the schoolroom; that General Armstrong served nobly in the war, and afterwards with great moral courage and faith, founded Hampton Institute; and that the Southern General Lee, after the defeat of the Confederacy, served the re-united country nobly as president of Washington University, Lexington. Do we teachers sufficiently honor our own profession in our history work?

PEDAGOGUE.

One of the most fascinating of autobiographies is that of Frederic Douglass, and the paragraphs in which he tells of his desire to learn to read and how he accomplished it, should interest all children who are struggling over their first reading and writing lessons, as well as all who have already crossed these first stepping-stones to knowledge. He says:

"The frequent hearing of my mistress reading the Bible aloud, for she often read aloud when her husband was absent, awakened my curiosity in respect to this mystery of reading, and roused in me the desire to learn. Up to this time I had known nothing whatever about this wonderful art, and my ignorance and inexperience of what it could do for me, as well as my confidence in my mistress, emboldened me to ask her to teach me to read. With an unconsciousness and inexperience equal to my own (she had not been a slaveholder before her marriage) she readily consented, and in an incredibly short time, by her kind assistance, I had mastered the alphabet and could spell words of three or four letters."

When she exultingly tells her husband of her success in teaching the little slave boy, he is astonished, and at once forbids it, it being "unlawful as well as unsafe" "If he learns to read the Bible it will forever unfit him to be a slave. He should know nothing but the will of his mater, and learn to obey it." * * * If you teach him how to read, he'll want to know how to write, and this accomplished he'll be running away with himself."

Which is exactly what happened, after he had taught himself how to write, which he did as follows: He was sent to work in a shipyard, his work being to keep fires under the steam-box and to watch the shipyard while the carpenters went to dinner. He observed that the ship timbers were marked S. for starboard, and L. for larboard; L. F. for larboard forward, L. A. larboard aft; S. A. starboard aft; S. F. starboard forward. He soon learned these letters and what they meant on the timbers, and when the carpenters were at dinner practiced making those letters. Then, when he met boys at play "I entered the lists with them, in the art of writing, and would make the letters which I had been so fortunate as to learn, and ask them to 'beat that if they could.' With playmates for my teachers, fences and pavements for my copy-books, and chalk for my pen and ink, I learned to write."

He copied the italics in Webster's spelling book until he could make them without looking at the book, and when the mistress and the family were out of the house he got "Master Tommy's" old copy-books and between the lines, copied the letters for himself. He slept in a loft over the kitchen, and managed to smuggle a flour-barrel into it, and a chair, and upon the head of the barrel, when all the family were sleeping, he would write, copying from the Bible and the Methodist hymn-book, always in danger of being severely punished had it been known that the child was thus continuing his own education.

It is pleasant to know that years after his escape he revisited his old home, and his old master, who told him that "Had I been in your place I would have done as you did."

The proceedings of the twenty-first annual meeting of the I. K. U. has come to hand and, as usual, offers to the kindergartner who was unable to attend the convention, a rich kindergarten feast, practical and

inspirational. If you cannot afford it yourself, try to get your local library to secure it.

The Stryvelyne Shop, New York City, 7-9-11, W. 45 St., has devised a new sand outfit which is practicable and all but invaluable, especially in the home. The container is a well-built low wagon, which, when not in use can be used for a seat. In this wagon is packed the sand and the small water-tank, etc. A valuable adjunct is to be a large, waterproof, canvas floor-covering, which can be placed where desired, and the wagon then rolled into the center thereof. Thus the sand is kept from scattering.

Some years ago a bridge was built in Japan which was so slight that a notice was put up: "No animals allowed to cross." But rats were seen crossing on it, and as they could not be stopped, the sign was changed to read: "No large animals allowed to cross."—Boston Transcript.

The so-called "Council Schools" of London, England, correspond to our public schools. We have just received a clipping from the London "Times," which gives in part, the report of Mr. Pearson, chief examiner of the London county council on the examinaiton held during the last two months of 1914. The children were between the ages of 10 and 11. So interesting is this extract, and so valuable, because of the glimpse it gives into the child mind and into its capacity for sympathetic imagination, that we reprint it with the suggestion that our own grade teachers may find it illuminating and interesting to give to their children the same subject for composition writing, i. e. a letter to the Sun and the Sun's reply. The extract is as follows:

"The young students were given an essay to write in the form of a letter to the Sun and the Sun's reply. The variety of the addresses, as well as the signatures of the writers showed a surprising ingenuity, and the letters themselves bore out the belief that children very often are the best composers of fairy tales.

The letter written by one child was addressed to "Golden Mansions, Skyland;" another was forwarded to "Solar System-road, Space-street, Nowhere," and another—it is difficult to know whether the pun was intentional—to "The Sun Hotel, Sky." But possibly the most ingenious address was the simple phrase "19,000,000th Milestone." Not less striking were the allusions to the war. The writers were entirely confident as to the issue, although they seldom said so in so many words. A vindictive spirit appeared in a minority of references and was nearly always inspired by thoughts of the sufferings of the Belgians. The examiner quotes the following:—(*a*) "I shine on Germany as well as on the Allies' countries because God made me shine on every country. I shine on Germans' crops because if I shine only on the Allies' crops it would not be fair to the Germans." (*b*) "The Germans are driven back at all places, and the bravery of the Allies is marvelous." (*c*) "Dear Sun, shine upon the unhappy Belgian refugees so as to cheer them up at the hour of leaving their so-loved country. Shine upon the soldiers who are in the trenches or who are in hospital suffering from their wounds." . . . . "I have seen the terrifie fighting of the Allies and the enemies. I have seen the barbarous acts of the enemies, too."

A child who wrote from "The Poplar Tree, the Wood, Essex, S. W.," began:—"Let us imagine that I am an owl," and complained to the sun of the inconvenience of having to reverse the accepted order of things and be wakeful at night time. The reply to this letter was delivered, we have the writer's assurance for it, by the postman robin and regretted that the owl would have to take things as they were. "If I shine my light in the opposite direction the people on this side of the earth would always be in darkness."

Some letters afford glimpses into the puzzles which beset a child's mind. A little girl tells the sun "I very much envy you, for there is nothing your bright eye doesn't see. You are loved by everybody when you shine. It is very curious how you are made to shine by our God and no mortal can make you out. . . . . " And the sun replies, "You must not envy me, and besides, I have my faults as well as everybody else. One day I shine and another I do not. That is a fault although I cannot help it. People hardly ever think of me although it is through me they can go out and enjoy themselves. You have got your position in the world and God thinks it suits you. You cannot alter God's work. Remember that. From your friend. The Sun." "The remark "That is a fault although I cannot help it,'" says the examiner, "may induce some serious thinking."

In the cosmogony of many children the sun is *en rapport* with Paradise or even situate in Heaven itself. "Give my love to all the angels, moon, stars, and God." For them the Heavens have not gone afar off and become astronomical.

Here and there appears evidence that the children had seized upon some scientific fact and hastened to make use of it. "Eric," for example, wanted to know, with reference to Mars, "if the lines we see through our telescopes are really canals." In the answer to another question on the examination paper there appeared a paragraph which showed that the writer, if the slave of his pen, was at least the owner of an unusually good vocabulary. He wrote:—"Climbing the tree, he was just about to take a nice apple when the keeper, a quaint, grotesquely humorous agile, and smart man, appeared. He was elegant aristocratic in manner, and hospitable. He was lithe-limbed, sagacious, and ferocious, with a level head. He possessed self-reliance and coolness. Placing a natural-looking, valiant, ferocious dog with keene teeth, glinting, murderous eyes, epimagraphic claws, and lithe limbs, he went away chuckling."

Throughout the answers to other questions, striking and fanciful phrases continually appeared as "The moon would not shine over London because it was foggy and she had just washed her face." One question asked—"What do you know of steam, apple butter?" A very young child penned the following:—"Butter is what father puts on his saw. Some people put butter on their hare." "We put butter on trumpets." One girl, writing of locomotion, said that if you put wheels on a saucepan and fastened the lid down tight, it would run along the top of the range when it boiled. Another student asserted that "Mr. Watts was the first man to get up steam"; while "Isaac Newman was the first man to know that when apples were ripe, they fell off of the tree." References to the medicinal value of the apple occasionally appeared, and one examiner was assured that "it is not wise to eat the core of an apple," as the consequenee may be "Pendersitas or Appentersitus or Abdomana pains."

The examiner concludes his report:—"The examiners, and still more convincingly the children's papers, testify that the children's minds are not being cast in a mould or machined to pattern. If I might venture to record the impression made upon me by the

work of the last three examinations, and particularly of this last, I would say that expansion and development are taking place along varied lines, with the broad general result that intelligence is being aroused, and that children of unusual promise find in most of the schools incentive and opportunity to develop their individual powers."

Loyalty is the quality that prompts a person to be true to the things he undertakes. It means definite direction, fixity of purpose, and steadfastness. Loyalty supplies power, poise, purpose, ballast, and works for health and success. Nature helps the loyal man. If you are careless, slipshod, or indifferent, nature assumes you wish to be a "nobody," and grants your desire. Success hinges on loyalty. Be true to your art, your business, your employer. Loyalty is for one who is loyal. It is a quality woven through the very fabric of one's being, and never a thing apart. —*Philippine Education.*

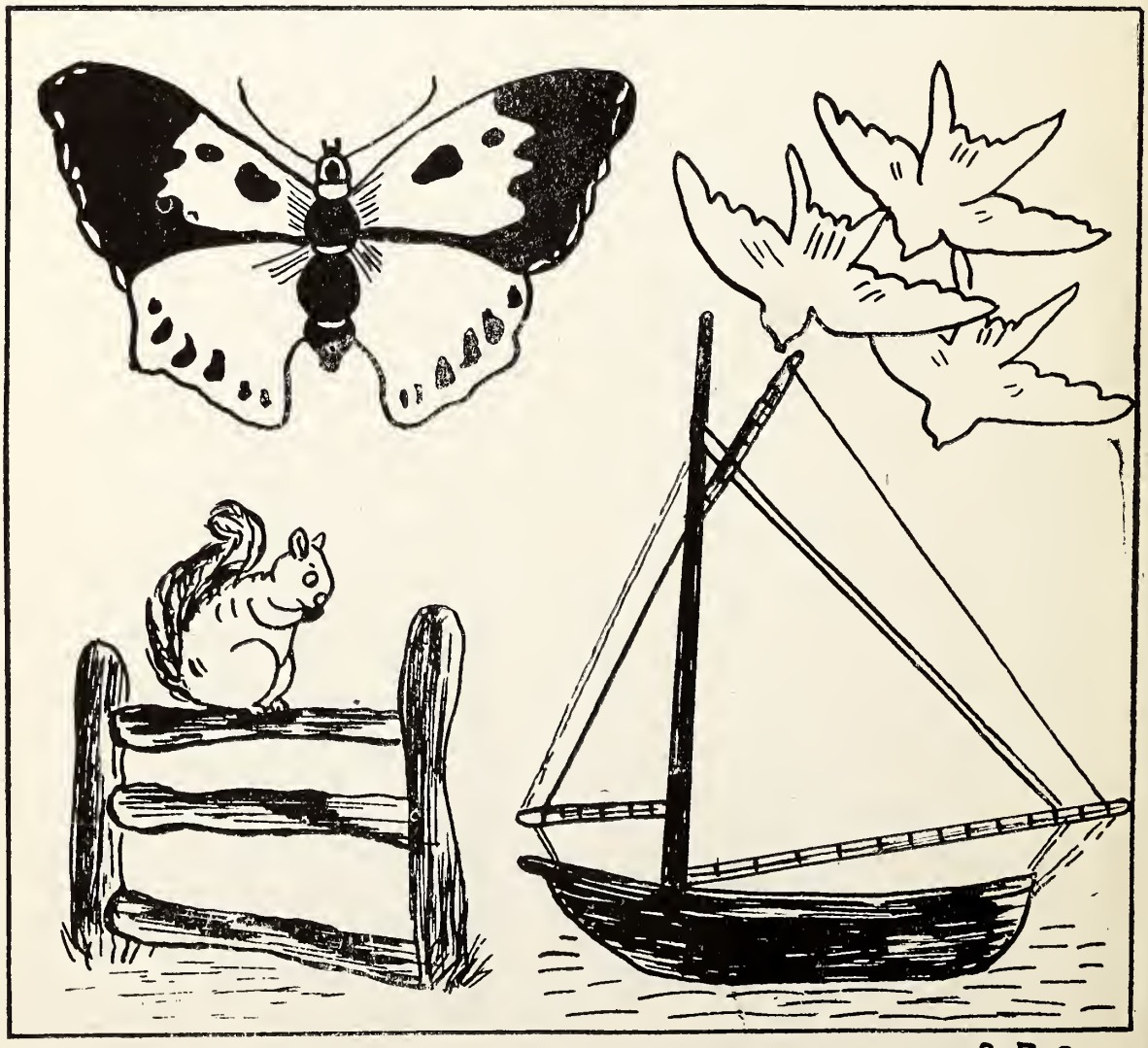
Let me fail in trying to do something rather than to sit still and do nothing.—*Cyrus Hamlin.*

"The highest culture is to speak no ill;
The best reformer is the man whose eyes
Are quick to see all beauty and all worth,
And by his own discreet, well-ordered life,
He best reproves the erring."

—*Ella Wheeler Wilcox.*

The success of vocational guidance depends on the skill of the "guider." How many Indiana school systems really have real vocational guidance? We are not counting talk and names—we are counting facts.—*Educator-Journal.*

Dr. Leonard Ayers, of the Sage Foundation, is authority for the statement that during the last seven years the number of pupils graduating from the elementary schools in this country has doubled. The reasons for this situation are two in number, according to Dr. Ayres. The first reason is the universal effort to reduce backwardness among school children and the second is the school survey movement.



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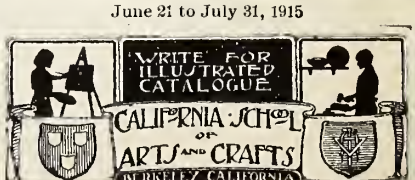
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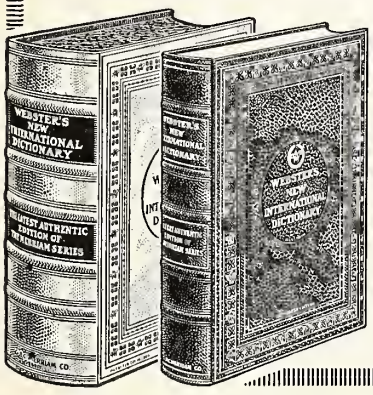
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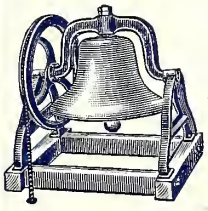
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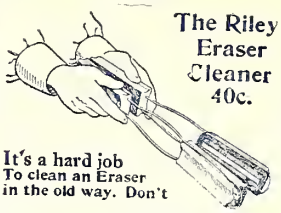
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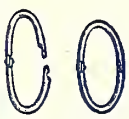
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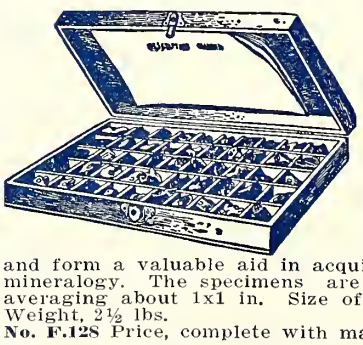


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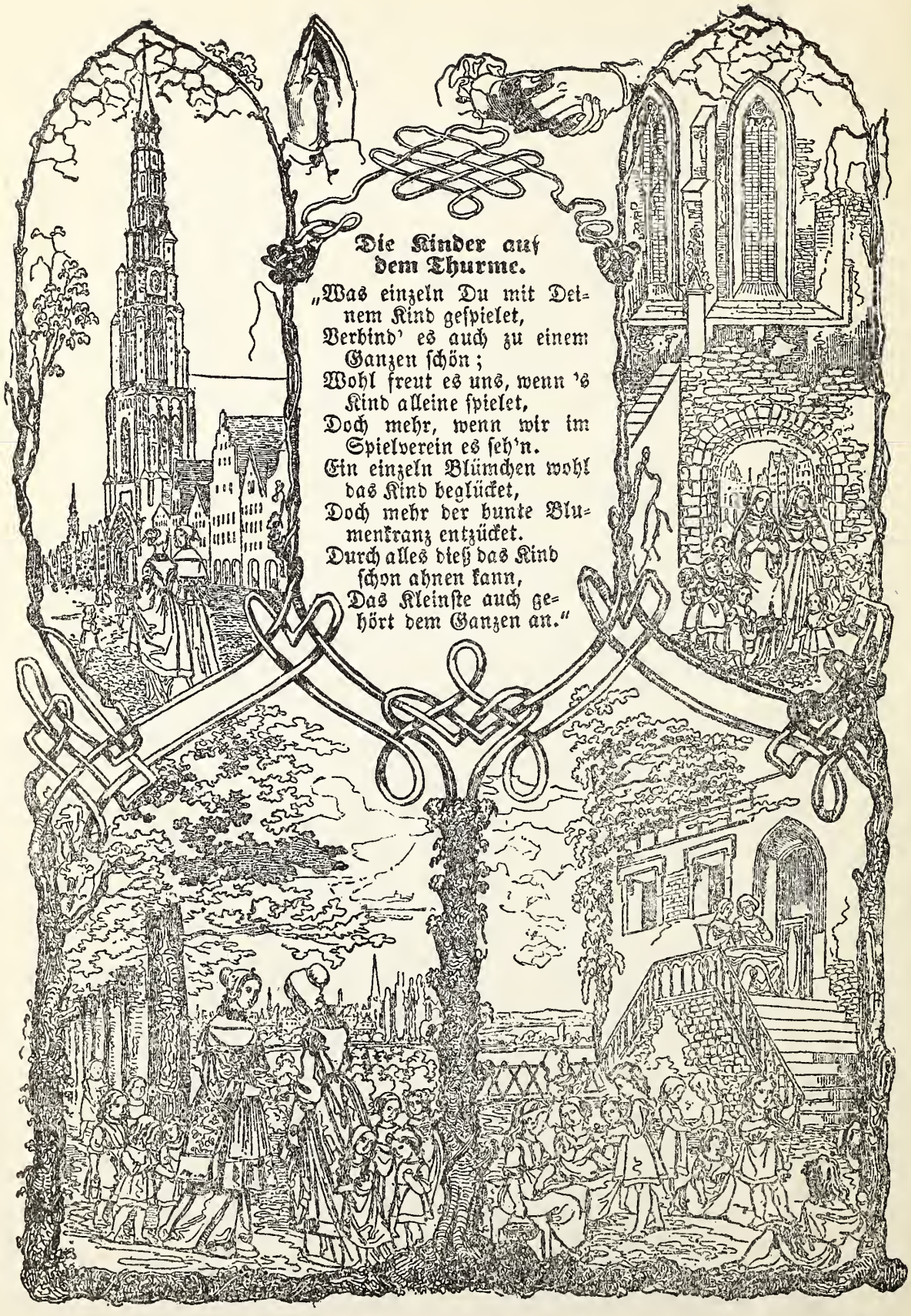
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MOTHER PLAY PICTURE—"THE CHILDREN IN THE TOWER"

(See page 309)



THE KINDERGARTEN
—PRIMARY—
MAGAZINE



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J. H. SHULTS, MANAGER.

JUNE, 1915. VOL. XXVII—No. 10

EDITORIAL NOTES

THE right of conquest by force of arms, should nowhere be recognized.

THIS is the last number of the KINDERGARTEN-PRIMARY MAGAZINE until September.

THE interesting and inspiring thing about America is that she asks nothing for herself except what she has a right to ask for humanity itself. We want no nation's property, we wish to question no nation's honor, we wish to stand selfishly in the way of no nation. —*President Wilson*

THE public press is responsible for the statement that Rev. Thomas S. Anderson, pastor of a fashionable Presbyterian church of Bay City, Michigan, denounced the peace policy of President Wilson in a recent sermon, claiming that the president should have sent at least thirty battle ships to deliver his note to the Kaiser, and demanding immediate war on Germany. In consequence his church is discomfited, as it well might be. It seems a shame in this time of strain and trial, when Christian people are trying so hard to practice and inculcate that forbearance which is a fundamental principle of Christianity, that one who professes to teach and to preach the gospel of the One who came to bring peace on earth and good will toward men should use his position to hurl firebrands of hate and revenge. We sincerely hope that the reverend gentleman has been misquoted, but if not he should, in our opinion, step down and out, or be compelled to do so. There is not a decent excuse for this war. It is based on jealousy, avarice, hatred and revenge, and any American who seeks to draw America into this seething pool of hate is an enemy of his country and of humanity. The people of America want peace. They realize that wars, where no great principles are involved, never settle anything. Each blow but increases the difficulty. We want no blood thirsty men in the pulpits.

KINDERGARTEN PRIMARY MAGAZINE FOR NEXT YEAR

We have about completed arrangements for the magazine during the coming year, and we believe that it will be better than ever before. Nearly all our present contributors will be with us next year. Miss Bertha Johnston will continue her Mother Play translations, and also conduct a department entitled "Hints and Suggestions for Kindergartners." Most of our present contributors will follow their present line of work and some features will be added.

We offer the following information relative to Dr. Jenny B. Merrill's work:

As kindergartners are becoming more and more interested in early primary work, and as superintendents are endeavoring to relate the kindergarten more and more closely to the grades, and the grades to the kindergarten, we have asked Dr. Merrill, who was for many years a teacher of primary methods in the Normal college, to write a series of articles on kindergarten materials and methods available for primary work, using the term "Materials" in its broad sense; the topics discussed will include:

(a) Stories, conversations, songs.
(b) Dramatic plays; games; rhythms.
(c) Nature work; gardens; excursions.
(d) Drawing and painting.
(e) modeling in sand and clay.
(f) Form and number work with building blocks. (2nd, 3rd, 4th, 5th, and 6th gifts.)
(g) Designing and counting with seeds, sticks, rings and tablets.
(h) Various uses of paper in the occupations of folding, cutting, mounting, weaving, and constructing.

Dr. Merrill will also continue her suggestions on the kindergarten program by weeks and months to aid young kindergartners.

This program work is a pre-view of the month, aiding the kindergartner to forecast the possibilities ahead but not limiting her to a fixed outline.

It encourages initiative and creative work on the part of both kindergartner and child.

It is in line with the "problem" method, so earnestly advocated by Dr. Dewey as a means of making a thoughtful child.

GENERAL SUGGESTIONS FOR JUNE PROGRAM

By JENNY B. MERRILL, Pd. D.
Former Supervisor of Public School Kindergartens, New York City: Special Lecturer on Educational Topics

"The letter killeth but the spirit maketh alive," is the thought uppermost in my mind after re-reading an old kindergarten diary of a kindergartner who "lived with her children" as Froebel bade us do.

It was written before we talked of "problem" programs, before we talked so much of initiative, indeed, when many, too many, were following prescribed programs, but all the life and progress of today are in this diary. Read a few extracts, and scent the sweetness of June and the sweetness of children in them! I will not have to tell you that it was just as much an out-of-door kindergarten as possible.

June 4.—Such a glorious day, truly as tho summer had at last arrived! It made us feel as tho we must start at once for the country. Henrietta could hardly wait in our morning talk to tell us "cows are there;" this was followed by "sheep," "horses and wagons," "Chickens," "porches," "hammocks." "picnics," "grass," "frogs," "row boats," "trees," "birds," (I have tried to give them in the order the children did.) I had to suggest flowers in the grass. I had not thought any one knew wild roses but Teresa did.—"They are pink with stickers and you find them in the woods." Mrs. Z's bird was hanging in the yard. How beautifully it sang!

Not only did he sing for us as we stood around his cage, but all morning we could hear him in our room. Ever now and then, when the voices threatened to grow too loud, we stopped to listen to the singing. "We can't sing like that, can we?" asked Sallie.

Our garden was fresh and lovely after the rain and all our nasturtiums are peeping up.

JUNE 6.—A little visit to our garden makes such a difference in our day! We talked about the dandelions, not forgetting the clover that the cows love so well. "Make a picture of the clover," cried the children," and when this was done, "now put the cow in." I answered it would take a long time to make a cow!

"Make it any old way," exclaimed Elizabeth, laughing as she said it. "I'll put a cow in the picture," volunteered Lottie, and this pleased the other children greatly. "Don't forget the horns," admonished Teresa, "and its tail," added Lydia, as Lottie went to work, and completed the picture very creditably.

Because of this little cow episode, we had the story of *"The Red Calf"* scheduled for tomorrow.

JUNE 11. We had such a pretty little experience in our garden today, and one that fell in with our work so nicely. A baby bird, a sparrow, was lost. It flew up the school stairway, and could not find its way out. I tried to take it in my hands, but the little creature grew so frightened and struggled so hard to fly that finally it succeeded in spreading its small wings and flying, calling out at the same time. As it reached the garden, (and the end of its flying powers) the mother bird answered the call, and flew right down to her baby. It all took such a little while to happen, but the children talked of it fully half an hour.

Our garden had genuine surprises for us too, a wee, tiny nest," which we sang three times.

Teresa and Hedwig applied it to our song, "There's yellow iris! tall and slim and straight, quantities of buds full of promise. The children were delighted.

JUNE 12. Teresa recalled the bird episode today, saying, "Wasn't it a cunning birdie?"

When we had blocks, she made the birdhouse and then asked for one of our toy chickens. "I'll play it is the birdie," she said.

Then Rosa made *"the school"* where the bird was lost, asking for a bird and two dollies.

Sallie looked on admiringly. "I am going to make *the stairs* where the birdie was lost," she exclaimed suddenly, and when they were finished, "now I want a bird and *a dolly for every step*, because we were all on the steps."

Soon every child was at work building one of these three forms, and calls for chickens soon emptied our chicken box. Unfortunately I did not have enough mamma birds to go around, but there were plenty of lost birdies!

There was no need of my prepared lesson with the sixth gift. The children's own gift play was decidedly successful, and it all came from the children themselves.

Our singing this morning was genuine warbling. Never have my children sung so sweetly. (No wonder.)

My heart quails for Teresa when I think of promoting her. She is full of sweet and lovely qualities hidden under abnormal restlessness and clumsiness due to defective eyesight. She can do no close work, and one has to consider the intelligent effort back of the poor work, so as not to discourage the sweet willingness to "try again." She is a sensitive child and inclined to hold herself alof. I have given her a great deal of love.

I have appealed to the lovely qualities in her, always successfully.

JUNE 14. Three little girls went on an excursion yesterday. They gathered daisies and brought us a large bunch. So much interest was felt in this new arrival of daisies that we gave up painting our clay strawberries and drew daisies. Lydia and Hedwig showed us how to draw daisies. The results were excellent.

We sang about the raindrops and listened to them pattering down on our window panes. Hedwig said, "It didn't rain on the excursion." Rosa remarked, "The rain is making flowers grow."

We had the story of Red Riding Hood using Elsie's doll, Louisa's Teddy bear and all our daisies for the "flowers in the woods" which Red Riding Hood stopped to pick. The story was enjoyed very much with all these little touches.

JUNE 28. (Our last day.) All our thoughts were on promotion. The children asked to sing all the songs, to visit *all* the garden beds and to play *all* the games! While in the yard during playtime, the girls of the graduating class were floating about.

There were a few who had been children in my kindergarten. They asked if they might play with us. What a jolly time we had, and how my babies enjoyed it! (Babies no longer for promotion day has come.) The big girls were sorry when the games were over.

I had made books of the children's brush work which I gave to them to look over the last half hour of the morning.

These gave much pleasure as the children talked about the "pictures" and recalled our many little conversations when they were painted. It was a happy review.

I am sure it is hardly necessary to draw program lessons from this diary for they are so apparent, but to recapitulate I may say.

1. The kindergartner *turned little incidents* to account that some kindergartners would not recognize as valuable. She was even willing to depart from her pre-arranged program to do so. (See June 11 and 14.)

2. There is vivacious conversation, children's chatter, some would call it, but it was expressive of genuine interest and it was cultivating expression in language.

3. The children often led the way—the kindergartner "following," yet she never failed to lead them to step higher than they could go alone.

4. The kindergartner in making such a diary reviewed the events of the day for her own benefit.

Loving *sympathy* with individual children is shown by the very use of their names, and what a wonderful memory of each one's little contribution to the program is in evidence.

5. The spirit of *nurturing* is manifest.

6. The daily program was skillfully *organized* around the children's own ideas.

Our standards for the year have been:

1. To see that the children work with a *purpose* in view.
2. To encourage *initiative* in them.
3. To *organize* their own ideas.
4. To have them judge simply of values.
5. To encourage communicating or talking.
6. To encourage experimenting.

(Note the little girl who was willing to "experiment "in drawing a cow, and was encouraged by kindergartner and playmates.)

7. To let their work function into life needs. (They made their garden to play in and to enjoy its fruitage.)

8. To encourage *nurturing*. (Will they ever forget, "The lost sparrow?" and it might have been overlooked by some teachers, tho surely not by a kindergartner, and yet do we all watch for such opportunities? They come to those who seek them.)

THE KINDERGARTNER'S FORECAST.

Little children live by the day, nay by the hour, the very moment. The adult thinks ahead—forecasts.

In forcasting June, the kindergartner realizes the coming of vacation, and will plan to suggest ways for the children to spend a useful, happy month or months whether in the country, in the city or at the seashore. Is it well to begin talking about vacation early in the month? or promotions? When should we? Can we let the children guide us in choosing the time? Possibly so. When the older brothers and sisters begin to talk about "school closing," the little ones will begin to ask questions. Always try to remember that a *first experience* is an important one and this is kindergarten child's first experience of a vacation in most cases. Rarely now do children remain two years in a kindergarten. If there are those who do remember past vacation experiences, let them tell of them to their heart's content.

In early June be guided by the weather. Keep out-of-doors when it is not too warm. Watch the birds, the bees, the butterflies, the sky, the flowers. Observe the farmer's work and the gardeners. Talk a little of summer clothing, how to keep cool, the value of a drink of cold water, but not ice water, talk of the long, long days and how early the sun rises.

Talk especially of roses and strawberries and paint them on paper and the latter n clay.

Plan for Flag Day, and for a birthday party if any child's birthday comes in June, or if you have not celebrated birthdays thruout the year, have one birthday party for all the birthdays that will come in June, July and August. Make it, perhaps, a soap-bubble party out-of-doors, or if possible, make it a picnic party in the woods.

During the last week, or two, separate the group to be promoted and require a little more concentration. Let them find their own names on their work many times. See to it that their names are written with grea care. Give them slips to carry home on the last day to look at during vacation and to copy, so as to surprise their new teacher. If a child can read *one word*, even his name, it is a *great* achievement. To test, introduce a game mixing four or five slips together, and call the children whose names are on them to select their own name. They love to do this. Have more counting with blocks and sticks. Let the children weave several mats by twos, threes, fours and fives. Some kindergartners reserve mat-weaving until the last month as it is trying to the eyes of very young children. It interests the older children very much to have a new occupation in these closing days. Weaving is an occupation that requires concentration,

and so trains the attention to a task, which is an excellent preparation for the primary grades.

PROGRAM BY WEEKS

Dr. Jenny B. Merrill

FIRST WEEK

GENERAL TOPICS FOR CONVERSATIONS, STORIES AND SONGS

Summer—what does it mean? What is the first month of summer? Can we sing a summer song? Shall we learn one? What shall it be about? (Let the children suggest.) If no week has been given to *bees*, teach a song about the bee, let the children turn it into a game by dramatizing in the circle.

Find a good story about a bee, or simply tell one yourself. Why does a bee put its head far down into the flowers? What is it doing? Where does it live? What does it carry back to its house? Where is the bee's pocket? Where is its little brush? What a wonderful little insect! (See Edith and the bees, H. Keller, The Child's World.) Consult your own song books, to find a song of the bee, or teach Miss Poulssen's Finger Play—"The Bees." Make much of the humming and buzzing.

Tell of the sting, but that a bee very seldom stings unless it is *disturbed*. What is good for a sting if it smarts? A little wet clay. The children are hardly old enough to understand about the kinds of bees—or the structure of the honey-comb in cells. Leave that for the higher grades and present mainly the sounds and acting in flying from flower to flower and carrying its load home to feed the baby bees.

EXPRESSION IN HAND WORK

1. *Drawing.* The hive, the bee, clover that the bee loves so well.

Brush Work. Many bees.

Free expression from results of observation on walks.

2. *Construction.* A honey box.

A bee hive.

A Clover blossom.

Any simple box fold will answer. Show a box of honey if convenient. Double small brown or yellow circles and play they are bees. Paste them on the boxes, putting the paste along the diameter and having the uplifted semi-circles for wings. How many wings has a bee? *Two*, not four, as I have heard some kindergartners say. The butterfly has four, not the bee.

The clover blossom may be made of small white or pink circles of tissue paper twisted into a ball shape with green tissue paper stems. Roll a strip of green tissue paper about an inch wide between the hands for the stem. Make a clover bed in the sand box with these clover blossoms, each child contributing one.

3. *Cutting and mounting clover leaves*—Give each child a real clover leaf. Let them try to imitate. Later give a square pattern. Make designs with real clover leaves, then in paper, and mount the best. Draw a clover leaf on a folded square and open after cutting out.

4. *Sand and clay modeling.* A clover field in the sand box.

A hive in clay.—Making it the old fashioned cone shape. Indent the door of the hive.

5. STICK AND RING LAYING

SEEDS

Flowers with rings.

Bees with 3 short sticks, one for the body and two for the wings; also use colored seeds for flowers and bees.

Give the children these materials at first to experiment with.

Note whether any child makes the semblance of a flower or bee. Speak of it and let other children go to see it. Make a few on your table if no child does, and ask what you have made. Suggest that they try to make some like yours and others too. It is well to mass seeds. Yellow centres can be made with corn. White petals with white beans. A green stick can be used for the stem, etc.

6 BULBS.

If the children are using the 5th gift, the quarter cubes may be the bees; several hives may be made in a row, using two cubes surmounted by a half cube.

"The little bees are bringing honey to these hives."

7. PICTURES

For city children who have no garden and little experience with bees, there should be as many pictures as possible arranged on a chart low down where all may see them frequently. Bees should be compared to flies in size. Bees do not fly into our houses usually as flies do, and soil our food, so that we need not kill them. What do they make for us to eat? The bee is such a busy useful, little insect! Teach "how doth the busy little bee improve each shining hour."

GAMES

Review any flower games. Let each child finally choose which flower he will be. All stoop down and make a flower garden! Where is the path? How can we get bees to visit these flowers? Let the children find the way. They will soon think of it. Where is the hive? How can we make it? A small group of children may form a circle for the hive and those who are chosen as bees fly back and forth to the hive, carrying honey from the flowers. Do not try to represent anything further. Leave something to the imagination and for later grades.

Encourage much humming and buzzing. Let the play grow from day to day. Do not play it all at once unless the children are very responsive.

We are inclined to play too many games, and often grow weary of repeating them before the children do.

2. Draw a circle on the floor with chalk and play it is the hive.

What shall we have as bees? Our balls? Who will send a bee into the hive? Give each child a ball. Each rolls a ball into the ring on the floor.

3. Dramatize Miss Poulssen's Finger play of "The Bees," with the children. Let the children tell how to do it if they can. Small group in circle—They raise arms and inclose them together for roof of hive. Five children hide inside.

4. Blindfold a child or have him close his eyes. Motion to some child to be a "bee" and say "z—z" near the child's ear. Have the blindfolded child tell which ear the bee was near, right or left. What did it say? (This is a sense game.)

SECOND WEEK.

CONVERSATIONS, STORIES, SONGS.

1. *The bridge* I saw in the park. *The bridge* I saw in the country. *The bridge* I saw over the river. *The bridge* I ran over. *The bridge* I ran under.

Show the picture of "*The Bridge*" of The Mother Play, given last month unless you used it then, or if so possibly *review* it. I was so impressed in reading Miss Johnston's fine commentary on "The Bridge" that I want any one who omitted it in May to be sure to have the children enjoy it this month. They are likely to find bridges during the summer, and this play will enhance their value. What child does not love a bridge? Play echo—under the bridge? Of course some one has. Let them tell about it.

If you have reason to think no one has seen a bridge, have many *pictures* of bridges. What are they for? Tell a story of some little children, who saw a puddle in their yard after the rain. They did not want to wet their shoes, so what do you think they did? They put a board over the puddle. It was a little bridge.

2. Fishes in the brook. Our aquarium. (Make a bridge over the aquarium.)

3. Pebbles in the aquarium. Show many stones, pebbles in a little brook. Compare rough colors of pebbles and smooth.

4. Summer rain. Thunder storms.

5. Rainbows, and soap bubbles.

These topics are suggested for the five days of the week as they are all more or less connected with water and bridges. To induce the children to *express themselves* in *language* about these subjects, present pictures and let them tell what they see or give each child an object as a pebble to hold, or let them recall past experiences if they have any.

When experiences and pictures give out, tell *stories* about what *you* have seen, or what some other child saw, as:

"One day Annie was walking out with her mother in the rain. Soon the rain stopped and out came the sun. Mother said, 'Perhaps there will be a rainbow now.' 'What is a rainbow, mother?' 'There it is right up in the sky. Look, Annie.' Annie looked right up at the sun. 'No, dear, look the other way. The rainbow is *opposite* to the sun.' Anna soon found it for she went to kindergarten, and she knew well what opposite means. 'Why, mother, it is all pretty colors. Oh, isn't it pretty? Who painted it up in the sky?' "Tell me what colors you see, Annie. They are not painted.' 'Oh, mother, they have gone!' 'Watch, perhaps, we will see them again.' 'There they are.' "

The kindergartner now should draw a rainbow for her little people on the blackboard, saying, "This summer I want you all to watch for one in the sky." Remember that the rainbow comes and goes quickly after the rain is over, but not always—only when? Do you know what a little Indian boy thought?

He thought it was a flower garden up in the sky. The sky has beautiful things in it. You must watch for them every day this summer. You must watch in the evening, too, for it is so warm in the summer time, and the day is so long that little children often play out near the house even after dark.

EXPRESSION IN HAND WORK.

1. *Drawing.* Free expression mainly for these topics will arouse the children surely to draw bridges, boats, fishes, pebbles, rain, the sun, rainbows, etc.

2. *Brush work.* Paint the rainbow.

Outline the aquarium with a dark color. Paint the water a light gray or blue. After it dries, mount or paint little fishes and a few green plants.

3. *Cutting.* Pebbles, fishes, a bridge, (See May Magazine.)

4. *Stick laying, rings, seeds.* Outline the aquarium with sticks. Use rings for fishes and seeds for pebbles.

Lay the rainbow colors in order. Make rain with short sticks. Make the sun with a ring and short sticks for rays.

5. *Sand Table.* A park or country scene introducing a bridge built of blocks.

6. *Clay modeling.* Fishes and pebbles.

EXPRESSION IN PLAY AND GAMES.

1. The bridge. Children love to play London Bridge.

2. Play "Give" said the little stream. Let two tall children make an arch for a bridge for the little stream of children to run under. If the class is large have two bridges. (See also Miss Johnston's suggestions for using chairs in May Magazine.)

3. Teach The Mother Play game of "The fishes in the brook."

4. Play "walking in the rain," running to get home, holding up a make-believe umbrella, stepping over puddles. Try in all these games to *play*, let the children suggest as much as possible, before setting into a formal game.

This keeps up the spirit and the games are more natural and full of life.

5. Play with the Light Bird, comparing its colors with the rainbow.

THIRD WEEK.

CONVERSATIONS, STORIES, SONGS.

1. The coming vacation. What is it? What will you do? Where will you go? If you stay home, what will you do? What toys have you at home? Shall we make some dolls to play with? What else shall we make to take home for vacation? Think about it and tell me tomorrow.

2. Reports of what they want to make. Kindergartner shows several toys she has made, as a doll house in a box, a store, a kitchen, a box with paper or tin foil dishes, several dolls, a clothes-pin dolly, a worsted dolly, a paper dolly and her wardrobe, a wagon for boys, pin-wheels, a card board top, showing colors on the circle, and any thing else your own ingenuity can contrive. Look over your magazines for patterns.

Pass these toys around, or place them in the center of the ring on a table, and let children choose which they will make.

Spend the week in talking about these toys and in making them.

Leave this work for the last week in June whether third or fourth. Have much informal play. Visit the garden if there is one. Let children help pack things away neatly for the summer, washing anything that needs cleansing. Meanwhile give hints about *cleanliness during the summer*, often to wash hands and face, etc.

Suggest both to children and to mothers that it is advisable to have *a quiet hour* in the hottest part of the day when the children should take off shoes and stockings, sit in bed or on an easy chair and look at picture books or draw.

Give all the waste paper possible to children to take home to draw on, instead of throwing it away, and a few crayons if you know they cannot have such things otherwise.

Have a soap-bubble party and suggest saving pennies for pipes to blow bubbles during the summer.

Why should each child keep his own pipe to blow?

If children are to be promoted try to take them yourself to visit the new classroom before promotion day.

Note the suggestion in my first article to make a book of the term's work for the children to take home, letting them look thru it on the last day as a final review, singing the songs that the work brings to mind, and telling the stories over again as the children call for them.

May I leave a word with you, dear kindergartner, to repay you for all you have done this year for the children? It is from that lover of children, Charles Dickens.

"I love these little people and it is not a slight thing when they who are so fresh from God love us."

THE GRAND RAPIDS KINDERGARTEN TRAINING SCHOOL.

The beginning of the 24th year of this most excellent kindergarten training school was celebrated April 30th by a public meeting.

Addresses were given by Dr. Frances Rutherford on "The First Private Kindergaten," Mrs. J. M. Wheeler on "The First Free Kindergarten," Mrs. F. M. Koon on "The First Mother's Club," and Mrs. Harry Creswell, Mrs. Frederick Wheeler, Mrs. H. N. Moore, Mrs. Theodosia Arendsen, Miss Lucy Bettes, Miss Hettie M. Raynor and Rev. G. P. T. Sargent spoke on subjcts pertaining to the kindergarten. C. H. Gleason, president of the training school, presided.

HUMOR IN CHILDREN'S STORIES

MARRIETTA STOCKART, Washington, D. C.

Story-telling fills so many purposes in the child's life. It supplies information and vocabulary. It also stimulates imagination. And the old idea that imagination is visionary and without practical value is exploded. No one can go very far without it.

Another purpose in story-telling to stimulate the child's sense of humor. And here is an open field for the writers of children's stories. For the very most difficult of child stories to find is the properly humorous one. Comic supplement humor grows on every bush, but the right kind of humor for the child is as rare as the pot of gold at the foot of the rainbow.

Stories also stir the child's artistic sense as well as the dramatic instinct. The need of some source of self expression is vital to all of us. It is the means of communicating our treasures to others and of receiving theirs in return. And it is the dramatic instinct that provides this medium. And as for the artistic value of the story—each story is a big canvas, word-painted into the child's mind. It helps to develop the aesthetic sense.

And lastly, story-telling has a tremendous interpretative value. The stories told must in some way picture or explain the child's own experiences and environment. Sometimes it is even necessary to enlarge the child's stock of experiences for the simple purpose of telling a certain story. Age plays a big part in the choice of stories to be told. But a safe rule to follow in dealing with a 'mixed crowd' is to tell within the comprehension of your youngest, and your oldest will be perfectly content as well.

The prepartion for story-telling is very simple. Choose your story, and then proceed to absorb it. Never try to study words—they get between you and your audience. Get the heart and atmosphere of your message in pictures in your own mind. Then free yourself utterly, and tell your story as it passes like a moving picture before your own mind. It is the personal and pictorial quality of the told story that gives it its advantage over the read one.

There is nothing that children love more than story-telling. And it can be made a tremendous factor in their lives. There is a big future ahead as a profession just in that line alone. The great essentials for the story-teller are a keen personal love and interest in the stories.—*Excerpt from address.*

Some years ago the State Entomologist made an estimate of the amount of damage done every year to the crops, forest and shade trees of the State, through the activity of the insects which the birds failed to catch. The figures rose to forty or fifty million dollars every year! The birds have too much to do; in other words there are not enough of them! This loss practically represents the annual loss to the people from the killing of birds.—*Teachers' Magazine, New York.*

MOTHER PLAY

THE CHILDREN IN THE TOWER

TRANSLATED FROM THE GERMAN BY BERTHA JOHNSTON.

MOTTO FOR THE MOTHER.

That which you singly, with your child have played,
Into a charming, pleasing whole, unite.
One playing child, oft glad the heart has made,
But more, when with companions, playing bright.
A single flower gives joy to girl or boy,
But the gay wreath enhances still their joy.
Thus, they a premonition gain, through these, our songs,
That even the smallest, to the whole belongs.

SONG FOR THE CHILD.

Two hands, with eight little fingers,
Whose thumbs, two grandmothers make;
'Tis long since they've seen each other,
So to visit, a walk they will take.
See, now each other meeting,
They stop, in friendly greeting.
"How do you do? How do you do?
"How glad I am to see you!"
Saluting each other, the hands extending,—
In graceful bows the body bending:
And now they must talk of so many things,—
Of baskets, nests, eggs, doves with wings,
That in and out of the dovecote fly;
And the fishes swimming in streams near by
They speak of the sphere and the softer ball,
Naming the finger plays, one and all;—
The carpenter, wheel, the church-door wide,
Bridge, cuckoo and games in which you hide.
"But our talking done, what now shall we do?"
The fingers say "up in the tower *we'll* go.
From there we have such a wide, wide view,
Of city and country and sky so blue."
The thumbs say, "Not for us, no, no!"
Into the church-house we'd rather go!"
The fingers mount so high in air,
That one can scarcely see them there,—
They mount the tower so very steep,
Then—down they fall in a hole so deep!
Crash comes the tower on the church-house stout,
But the grandmothers, safe and sound, walk out!
And see, O see!
Yes, just see,
Alive are all the fingers wee!
They climb up out of the hole so deep,
Gratefully praising and praying and saying,
"In the future more careful we'll try to keep."

COMMENTARY FOR THE MOTHER.

As the motto of this little play indicates, it is a summary of all of the hand-and-finger plays thus far considered, beginning with the "patty-cake."

The hands are kept apart until reaching the words "So now each other meeting," when, for the first time, they are clapped together. All further positions of the hands proceed naturally and easily from the suggestions in this song itself and those preceding. The position of the fingers as the grandmothers enter the church is shown by the drawing on the left, and that on the right represents all in the act of prayer and praise. Altho the position of the hands when folded in prayer is well-known it is shown in the drawing, illustrating the preceding song.

The four ingeniously-grouped pictures explain themselves so readily that you will as easily explain them to your questioning children. Below to the left are the visiting fingers, the two little grandmothers at the head. In the second picture, below to the right, the little children are telling each other about the baskets, nests, eggs, pigeon-houses, sphere and ball; the two little grandmothers looking on from above, rejoicing in the friendly play of the children.

The third picture shows both grandmothers entering the church and the children mounting the tower. The fourth, above to the right, shows the fallen tower and the thankful exit of those happily preserved. Any further observations regarding the employment of the whole for the nurture of the inner life of your child, in its connection with the foregoing, lies so close to your heart, thoughtful mother, that further emphasis of detail, would only serve to limit you.

ADDITIONAL SUGGESTIONS FOR THE GRADE TEACHER.

This little play is an excellent one for the concluding number for the season, summing up, as it does, the various songs used throughout the year, linking them together with exercises that demand the practice of the little courtesies employed when friends meet. The teacher may vary it, when the time comes for the farewells for the summer, by having the children suggest what they expect to see and do during the vacation months, and then have the children bow and curtesy as they say "goodbye, goodbye," in place of "How do you do."

Even with the little children Froebel recognizes the value of a review, an "examination," one might say, of the children's observations during the year just past, altho, as usual with the very young children, he makes it a matter of play. Get out all the mother play pictures used during the year and hang them in line, and ask for volunteers to sing the different songs.

Study this picture and have the children note the various styles of architecture,—the arch that is slightly rounded, the pointed Gothic arch, the horizontal lintels of the windows in the house, and the slender spire of the steeple. Their own experiments in building with the blocks will help them understand anything you may tell them of the long, slow experiments, extending through the centuries, by which men learned, little by little, to point the arch more and more, until the extremely pointed one, symbol of aspiration, was successfully accomplished. They can copy the steps with their blocks.

The only example we recall of a tower that did thus

fall down, without the impetus of the cannon-ball, is that of the exquisitely beautiful Giotto's Tower, in Florence, which, a few years ago crumbled down in a few moments, to the great grief of the citizens, who wept as if a dear friend had been taken away. It has since been restored, according to the original plans. Let the children feel how people learn to love a beautiful temple that has taken centuries to build and which has been a part of the history of their city. Should we ever deface or injure a piece of property that belongs to the community?

How should we feel when our lives have been preserved from some terrible calamity? Should we not feel that we have been saved in order that we may henceforth serve the community, if we have not felt this responsibility before?

Children like puns or plays upon words, so tell them that just as in building a house one story is built upon another, so our little stories or songs have been linked together through the year.

By placing the fingers of the left hand, as shown in the accompanying picture a kind of spiral staircase can be represented, that winds up to the tower, and the fingers of the right hand can mount these and stand on the thumb at the top, to note the beautiful view and tell what is seen. Let the children imagine what they see.

If a ladder is available, let them mount that and describe a view.

OVERCROWDED KINDERGARTENS

The proposal in New York of 50 children in a room and kindergartners serving in two rooms is strongly opposed by all leading kindergartners. We quote a few:

Mrs. Langzettel, director the Froebel League, condemns kindergartens of 50 children and declares 30 "the largest number of children that one kindergartner can direct without losing the opportunity of doing the necessary individual work." Miss Patty Hill, of Teacher's College, does not believe the kindergarten can do justice to more than 35 children. "Herding at any period is disastrous, but it is positively cruel at this tender age."

Miss Aborn, supervisor of kindergartens in Boston, records the fact that there the plan is to secure an average attendance of 40 for the month. Two teachers are allowed, but for a continuous attendance of 55, a third teacher is appointed.

"A dangerous practice," is what Miss Jones of the Albany Training School characterizes this proposal, while Miss Grace Parsons of Denver, would not countenance 50 children in one or two sessions with that number."

This is convincing testimony. It is needed as a warning against bringing into the kindergarten the evil of mass instruction.

WINTHROP, MASS.—Miss Nancy Brigham has been engaged to take charge of the kindergarten here.

BABY PRODIGIES

DR. MONTESSORI

The world has run along with average human beings for so long I am inclined to believe we do not need the superman just yet.

I'd rather see a child cuddled and mothered up to the time he is six than talking learnedly in Greek and glibly running off Latin words.

I don't like child prodigies. I like children just natural, unaffected and full of what we mistakenly call baby ignorance, for there is more real wisdom packed in a baby's head than most of us have any idea of. Mothers should be students in their own "child laboratories" instead of cramming a lot of miscellaneous information into the child's head, information that the child does not want and cannot make use of.

I grant that mothers have done wonderful things by giving their children constant care and attention. A baby's mind is the most plastic thing in the world. Every new idea leaves its impression, and a well-developed memory in a child will give wonderful results.

But what does it all amount to? Teach a parrot and he will speak different languages. While such work with a child, of course, lays the basis for future educational progress, still a child at six simply repeats by rote the Greek, Latin and other languages.

A Montessori child can barely read and write at the age of six, but he can control himself. He knows something of the big lessons in life that will stand him in good stead every minute of his childhood and maturity. I have reference to the homelier virtues, concentration, love of the work he is doing, whatever may be the task assigned. All these things are latent in every child. I work simply to liberate them.

Every mother will agree with me when I say the child is the most important member of the community. The secret of useful citizenship lies within the child.—Excerpt from address.

"Trees come close to our life. They are often rooted in our richest feelings and our sweetest memories, like birds, build nests in their branches. I remember the last time that I saw James Russel Lowell; he walked out with me into the quiet garden at Elmwood to say good-bye. There was a great horse-chestnut tree beside the house, towering above the gable and covered with blossoms from base to summit—a pyramid of green supporting a thousand smaller pyramids in white. The poet looked up at it with his gray, pain-furrowed face, and laid his trembling hand upon the trunk, "I planted the nut," said he, "from which this tree grew, and my father was with me and showed me how to plant it."—*Henry Van Dyke.*

Children in the public schools of Chattanooga, Tenn., draw maps of South America on which they indicate by marks all places where goods manufactured in their city are sold.

EDUCATIONAL OPPORTUNITIES IN CHICAGO

Prof. Nathaniel Butler

Chicago is pre-eminently a city of educational opportunities. It ranks fourth or fifth among the world's metropolitan centers, but from the point of view of the student it is in many respects at the very head of the list. While it has been rightly called the most "American" of cities, Chicago is at the same time representative of every nationality in the world, and it is an object of peculiarly interesting and profitable study just because it epitomizes America in the making. Experimentation is here in process in every department of human life, but it is experimentation conducted with the conservative caution of trained experts.

Because of this high and remarkably varied character of its representative institutions, Chicago has become the resort of many thousands of students. The Art Institute ranks among the first world's centers for the study and practice of the various forms of graphic and plastic fine arts; the musical colleges have an estimated attendance of more than five thousand students; the Chicago Symphony Orchestra founded by Theodore Thomas and the Chicago Grand Opera Company are attractions of the highest cultural value; and whatever is best in the world of dramatic art is presented in the leading Chicago theaters. Moreover, every kind of experiment in musical, dramatic, and other fine arts is being carried out by different organizations in Chicago.

The great libraries of the city are conveniently located and are always accessible. There is the Public Library, with its thirty branches embracing in all a half-million volumes; the Newberry Library, with almost four hundred thousand volumes especially rich in American and musical literature; the John Crerar Library, with about three hundred thouand volume; the Field Museum of Natural History, at present housed in the building erected for the Chicago World's Fair and standing near the University of Chicago in Jackson Park; and finally the great library of the Univerity itself.

Chicago is particularly attractive to summer students. Its unsurpassed situation on Lake Michigan and its magnificent system of great parks and boulevards attract thousands who would no doubt be drawn to other academic sections for summer study if it were not for these natural advantages. The city of Chicago is relatively cool in summer, the average temperature being lower than that of most cities of its class, owing to the influence of Lake Michigan. In addition to the great parks and boulevards, there are scattered all over the city small parks and municipal play-grounds which are of especial interest to the student of social conditions.

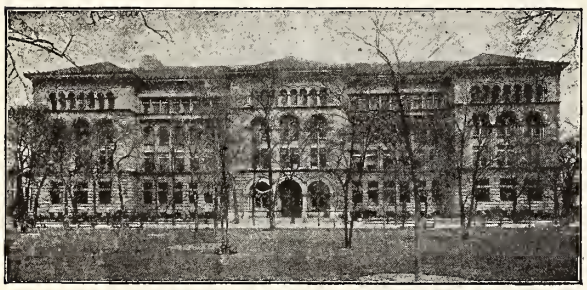
To the summer student all the advantages thus far described are easily accessible. Of course the great student center for the summer is the University of Chicago. The situation of the University is far more fortunate in this respect than even the most sagacious of its founders could have foreseen. It offers in the midst of a great city the unusual advantages of broad parks and meadows, charming drives, and expanse of lake. The student is as free from interruption as in a secluded rural community. A half-hundred tennis courts are at his disposal. There are the best opportunities for swimming and rowing and motor-boating. At the same time, he is in immediate touch with all the facilities and advantages of a great and highly developed city community. He may organize his life on almost any scale of expense or economy he chooses, and the student of limited means may obtain satisfactory meals at the inexpensive cafetaria of the University and in the neighborhood.

Professor Huxley's definition of a university as a place where everything is taught is exemplified to a striking degree in the University of Chicago, where a child may enter the kindergarten and proceeding through the elementary, secondary, collegiate, professional, and graduate departments may at least receive the Doctor's degree without having gone beyond the classroom of the University. The summer student may not only receive instruction in most of these departments, but as a professional student may observe and participate in experiments conducted for the express purpose of the better organization and administration of every type of educational activity. Indeed, this is the chief purpose of the elementary and high school sections of the University. These schools do not exist as rivals of the splendid public schools of the city, nor for the purpose of affording a place for the exclusive education of the children of the wealthy. The elementary and high schools of the University of Chicago exist as educational experimental stations for the purpose of discovering how elementary and secondary education may be better organized and administered; and as training schools for prospective teachers. These schools were first organized by Colonel Francis W. Parker and Professor John Dewey. With the College for the training of teachers they constitute the division of the University known as the School of Education. That department enrolls college undergraduates, graduate students, school principals, superintendents, and college and university professors and officials. During the last four years (1910-14) the attendance at the School of Education alone has been 1,033, 990, 1,018, and 1,239. The last four summer sessions, 739, 770, 954, and 991 have been in attendance respectively. The summer attendance at the University as a whole in the last four years has been 3,249, 3,526, 3,759, and 3,974.

One of the most popular and valuable of the attractions of the summer session at the University of Chicago is the elaborate system of "Open Lectures" and "Concerts," most of them accessible without extra fee and others with a very slight fee, and all of them held in the classrooms, halls and auditoriums of the University. The summer faculty of the University is made up of a large proportion of the regular faculty and also of many eminent professors from other

American and European universities. These men are heard not only in their own classrooms at the University, but in many of the open lectures. Some of the best musical talent released from the regular winter engagements is enjoyed in connection with the summer concerts. In this way some hundred and twenty-five special lectures and other entertainments are afforded to members of the University community.

The holding of a summer session of the University work identical in duration, character, and credit value with that of other quarters of the University was included in the plan of the University of Chicago as first conceived in the mind of President William R.



NEWBERRY LIBRARY—UNIVERSITY OF CHICAGO

Harper, and the work was organized in the very first summer of the University's history. The summer session is divided into two short terms of about six weeks each and it is possible to complete minor courses in each of these periods. The coming Summer Quarter begins on June 21 and ends September 3.

Other great educational agencies operating within the limits of Chicago are the Young Men's Christian Association with its seven regular branches and six railroad departments where class work is organized in business, engineering, special vocational, and college-preparatory work. An enormous work is done by this agency as well as by the public schools of Chicago in the organization of evening classes for giving instruction in English to foreigners. The educational work of fifteen highly organized social settlements should be mentioned as well as the undergraduate and professional work of Northwestern University, the Chicago School of Civics and Philantrophy, Loyola University, and the Armour Institute of Technology.

From even this brief and partial survey of the educational side of Chicago's activities it will seem what unusual possibilities of culture and intellectual training are open to the serious and ambitious student not only during the regular academic year but during the summer months as well.

TWO KINDS OF TEACHERS

A teacher's surest critics are her pupils. The pupils' estimates of their teachers, tho often severely keen, are generally sound and often more correct than the estimates of superintendents and supervisors. Supt. Maddock, of the Superior city schools, Wisconsin, collected the following criticisms on teachers as given by the pupils. They furnish food for thought and will help many a teacher to see herself as her pupils see her. Read these two groups of criticisms depicting two groups of teachers and if you do not now belong to group II, resolve to get there as quickly as possible:

GROUP I

"If a teacher don't take no interest in us, w'y, of course we don't take no interest in her."

"She gets mad every time a kid does something."

"She don't think I'm any good, so I s'pose I aint."

"If she hits you over the head it's just like fightin', only it's worse, 'cause you can't hit back."

"She scolds you without finding out why it happened."

"She makes a lot of fuss about every little thing."

"She scolds all the time and never says nice things like Miss ———— did."

"She's all the time telling us if we don't do things she won't pass us. That don't make nobody want to work."

"She makes fun of us for coming into the class room late (high school) when she does it herself sometimes."

"She's all the time telling you about the bad things you do and not when you do something that's all right."

"She tells one thing one day and something else the next day and we're never sure what she expects of us."

"She hasn't smiled since school began in September and she never allows us to laugh in school."

"She has her pets and she's always telling how good they are. I hate them."

"She dosn't like me, and she shows it in the way she treats me."

"She marks us 'poor' in our studies because our deportment isn't good even when we know our lessons."

GROUP II

"If all the teachers were like her I think every kid would want to stay till he graduates."

"She makes you want to be somebody."

"Some way she seems to believe in us."

"She never 'bawls you out' before the other children."

"She is polite to us and it makes us want to be polite to others."

" She doesn't expect us to do things she wouldn't want to do."

"I'll be glad when vacation is over so I can see my teacher's face again." (Kindergarten).

"When you try, she says things that make you feel good and you want to try harder."

"She doesn't hurt your feelings if you make a mistake."

"She's the best teacher I ever had."

"She doesn't all the time threaten and do things to us."

"I like to talk things over with her because she seems to understand how you feel."

"I know I hadn't ought to said it and I sure didn't have no brains when I done it. She never done nothing wrong to me."

"She'll go to heaven if anybody from this town does."—*The School Century.*

HOW THE PESTALOZZI-FROEBEL KINDERGARTEN IS CONDUCTED IN BERLIN.

By Henrietta Rodman.

"The kindergartens in this country are very far from Froebel's idea of a kindergarten," Helen Todd told me yesterday.

"I studied kindergarten methods for six years in this country and in Europe," she said, "and I found th widest differences between the original Froebel methods in the Pestalozzi-Froebel School in Berlin, for example, and in our schools here.

"In our kindergartens the children are given materials, directed how to use them, permitted to enjoy them for a few minutes and then they are required to do the next thing. The work is formal, over-directed and not related to real life.

"But in the Pestalozzi School, which was subsidized by the Kaiserin, the children work more nearly as they do in the Montessori schools. The Froebel School is in a suburb of Berlin. It has several acres of garden and cows, horses and chickens.

"There are several hundred little children in the school and about fifty girls, who are studying child culture.

"Under the leadership of the older girls and the supervision of the teachers, the little ones plant seeds, and water and weed their tiny gardens. They learn to milk. Then they set the fresh milk away, and later cream and churn.

"They pick the vegetables, cook them on their toy stoves and preserve them in doll sized jars. The school is a miniature world—only, the plants and animals are of full size. Everything else that the children use is of toy size. The youngsters take their little baskets and go out to find eggs, then cook them in a doll's frying pan or bake a tiny cake, with as much delight as you and I had when we were allowed to play in the kitchen."

"But we weren't allowed to," I reminded Miss Todd.

"Of course, we weren't," she agreed. "We lived in a grown folks' world, and our child world in the schoolroom was a dull artificial affair. In the Froebel School the most interesting activities of the grown people were arranged on a smaller, lighter scale for the children, and drudgery, the requirement of long continued activity, was eliminated. There were plenty of dancing and singing, and of course, the famous Froebel games, but there were also the real life activities, which our kindergartens leave out and Montessori is bringing back.

"The letter killeth, but the spirit giveth light," Helen Todd quoted.—*N. Y. Tribune.*

Bridgeport, Conn.—The annual exhibition of the work in drawing, design and illustration of the training class of the Fannie A. Smith Froebel Kindergarten, was held April 30. The work includes original designs, illustrations of nursery rhymes, posters for a bird sanctuary for the Panama Pacific Exposition, and charoal landscape drawings.

MISS CURTIS IS NOT GIVEN A FAIR CHANCE

May I say a word in reference to the kindergartens and the director as commented on by a member of the Board of Education in Thursday's Eagle?

Miss Fanniebelle Curtis has never had a fair chance to show what the real kindergarten may mean and should mean in a child's life. I say this after careful study of the situation for twenty-five years in Brooklyn and twelve years as secretary of Local School Board, District No. 29.

In the early years there was more opportunity for individual work on the part of both kindergarten and director. To-day we have 961 kindergartens in the City of New York, and three women to supervise them. It is simply an impossibility. If Miss Curtis is in Queens and is wanted in Richmond, it means a day's journey, with a waste of time and strength. I do not wonder either that she says: "Hands off" (if she ever did).

Only last week a principal said to a kindergartner: "You know, Miss——— the principal thing in the kindergarten is your attendance. That's all we expect there."

I wondered if she ever thought or knew that the greatest moral force was developed right there.

The trouble is that too few principals and heads of departments care or know what real kindergarten work is. Play? Yes, but play with a purpose. Just as the gifts and occupations all have an educational value which goes with the child through life.

If a principal or head of department could enter a kindergarten with the same amount of intelligence that he or she can enter any other classroom, we will admit that we would have better supervision and better kindergartens.

Miss Curtis should be relieved from all secretary's work and everything else that takes her from her proper post, and for which the city is paying her—a supervisor.

Not only Miss Curtis but other heads are suffering from work which should never be theirs. In the Boys High School there are heads of departments who scarcely have time to supervise because they are teaching in the classroom twelve and fourteen hours a week.

But to return to the kindergarten question. Can anyone read Dr. Maxwell's last annual report and not feel an uplift in the reports from Miss Kearns from her kindergarten for the deaf; the experiments Miss Palmer, assistant director, is trying in the kindergarten for blind children; the experiment District Superintendent Edsail made in District No. 37, of keeping in a certain 1A grade all children with kindergarten training, and in another those who had no such training?

Then the Mothers Clubs. There are thousands of mothers in our borough to-day who would never stand to have Miss Curtis criticised for work she does not do, when they are living to testify to what she has done for them and their babies.

Visit the Mothers Clubs Day Camp at Coney Is-

land during the summer. Last year 6,858 children had the benefit of the ocean breezes and good fresh milk.

It is impossible to tell all the good things; but look on the other side—there are forty thousand children on the streets who should be in kindergartens to-day, for which our city has made no accommodations Why not study Miss Curtis' report, and act on her well-studied recommendations? And will all those who criticise the work so adversely start tomorrow and try to visit 961 kindergartens—the territory over which these kindergartens extend is 325 square miles—and with only two assistants, spend at least one hour in supervision—may need a whole session—and see how much will be done?

We have brought experts for other things—why not begin at the beginning, and bring to this city experts chosen by Miss Curtis, (personally I believe she could do it herseif with proper assistance) and reorganize our kindergarten system until we have what we should have, the best in the world?—*Brooklyn Daily Eagle.*

CHEAP SCHOOLING MUST BE KEPT OUT OF KINDERGARTENS

By Tristram Walker Metcalfe.

Parents view with serious concern the proposal being advocated by John Martin and William Willcox, members of the Board of Education from Staten Island, to crowd the kindergartens of New York and double the labors of the teachers. Scores of letters have come to me condemning the suggestion that the Board of Education save money first at the expense of the youngest children. More and better kindergartens are demanded, not cheaper ones.

The testimony of members of mother clubs identified with the existing kindergartens is universal that there has been untold profit to the mothers from them and from the visits of the kindergarten teachers to the homes.

If the teachers are to be responsible for double the number of children now intrusted to their care, it is not going to be possible to continue home visiting, or to conduct the mothers' clubs as efficiently as now. Both have proved of great value and should be extended, not curtailed or abandoned.

PRINCIPALS CONDEMN PLAN

It is a splendid thing to find the principals coming to the defense of the kindergartners. Mr. Martin endeavored at the last meeting of the Board of Education to give the impression that the principals did not like to have the kindergartens seperately supervised and that they found it difficult to connect them with the rest of the school. He said that he had gathered this impression from certain Richmond principals. The testimony of hundreds of principals is to the contrary. They find no trouble with the kindergartens. They give them every encouragement and in many schools are carrying out constructive experments with them.—*N. Y. Daily Globe, May* 6.

INSTINCTS OF CHILDHOOD

Some one is writing "Kindergarten Notes" to the Bangor, (Me.) Commercial and News. We quote:

"The human child is born to fulfill a high destiny, and that destiny—the fine purposes of the mind, will and spirit—demands an admirable tool. The child's body is the tool with which he must work through life. Any education that does not promote the efficiency of that tool is baneful. By offering the best of opportunities for the natural, normal activity and growth of the child under hygienic and health-giving conditions the kindergarten promotes physical efficiency. Idleness, aimlessness, dissipation of energy are nerve-fasting and devitalizing. Little children are exceedingly active by nature. Give them a fitting environment and right channels for the expression of that activity. What is mischief? Primarily, hunting employment. The first mischief is not premeditated but comes accidentally and incidentally while the child is endeavoring to patch out the neglect of its elders in providing legitimate employment. The habit once gained, there is perhaps enough of the humorous in the child's make-up to induce him to repeat the act for pure mischief.

Children delight in the activities of the kindergarten, all of which are based upon their natural instincts, such as:

1. The instinct to construct.
2. The instinct to seek playmates and to organize games.
3. The instinct to investigate.
4. The instinct to play in the sand.
5. The instinct of self-expression, which is the art instinct; painting, drawing, modeling.
6. The instinct to sing.
7. The instinct to listen to stories and to narrate them.

The association of happiness with organized activities in a class under the leadership of a teacher eends the child to school, eager, expectant, anxious to co-operate and eminently teachable.

WHICH LOVED HER BEST?

Breakfast was over and Jack and Betty and Tina were clustered around Mama. Tina and Jack each hugged and kissed Mama and told her how much they loved her. Betty was a little girl that didn't say very much.

Jack got his cap and scampered off to the garden swing as soon as he had finished his breakfast. He had forgotten that there was coal to bring in and water buckets to fill. So Mother had it to do. Tina fussed and fretted almost the whole morning. She was so cross that Mama was glad when she finally went to play.

While Mama was busy in the kitchen, Betty took the broom and swept and dusted the room. She then minded the baby for an hour, so Mama could rest.

When night came, do you suppose Mama wondered which loved her best?—*School Century.*

LITTLE PLAYS and LITTLE PIECES for LITTLE PEOPLE

WINKING

When your eyeball feels too dry,
Then you simply wink your eye
And you wash the dust and grime
From your eyeball, every time;
And you do not have to think
Every time you ought to wink!

Mother doesn't have to cry,
"Come, my son, and wash your eye!"
Eyelids, by a tiny jerk,
Save a boy just lots of work,
For the wetness is supplied
By some tear-glands, 'way inside.

Don't you wish that ears could be
Fixed like that for you and me?
For your mother always fears
That you haven't washed your ears,
And with soap and washcloth wet
How she scrubs—when you forget!

GRACE M'KINSTRY.
—Exchange.

A FUNNY LITTLE THING.

CLARE LYON.

I saw a little thing today,
A little crawly thing,
Not like a worm, nor like a mouse—
I'm sure it had no fur or wing!

It was not bigger than my hand,
But Oh it wiggled so
All up and down the big oak tree—
I laughed to see it go!

It had a funny long thin tail
And splatty little feet.
It was all brown and wrinkly too;
Wish I could see it eat!

It surely was not pretty though
Like butterflies so bright!
I'll ask my Papa what it was
When he comes home tonight!

MY LITTLE FRIEND

Up in the big oak tree
On a swinging leafy twig
A little bright bird, without saying a word,
Is tilting his head at me.

He is going to laugh I know
For he looks just like folks do—
He cocks one eye up toward the sky
And the other at me below.

He is glad it is Springtime too
For he swings and flutters around!
His tiny head and his breast are red
In the leaves he is peeping through.

Swinging and hopping so high
Glad as the wind, and I;
Why don't you sing? You little red thing!
There! Hear his song to me?

WHICH SHALL IT BE?

JULIA GRAYDON, 1709 N. Second St., Harrisburg, Pa.

"Which shall it be? Which shall it be?"
I looked at Puss and Puss looked at me.
Four fluffy balls in a basket of straw
Were guarded by Pussy's protecting paw.

"Which shall it be? Which shall it be?"
I smiled at Puss and Puss smiled at me.
"I promised wee Mabel a kitty today.
"Black one, or white one, or that little gray

"Which shall it be? Which shall it be?"
I spoke to Puss and Puss spoke to me,
And while I was wondering what to do
The four little kittens began to mew.

"Which shall it be? Which shall it be?"
I turned from Puss and Puss turned from me.
I hurried away and said in low voice,
"She must choose one herself, for I CAN'T make a choice."

THE SPRING WIND

BY CLARE LYON

The wind is soft and warm today—
It was so cold last week,
And Oh it has the nicest smell
In the woods down by the creek!

It's whirling little seeds to me
Down from the green tree-tops,
And fluttering little dingly things
Like Grandma's bright ear-drops.

It feels good on my face and eyes
When I am warm with play;
I wish it would blow all the time
Just like it does today.

A free moving picture show is given every night at the Public High School of Santa Rosa, Cal.

GEMS FOR MEMORIZING

A little bit of patience
Often makes the sunshine come,
And a little bit of love
Makes a very happy home.

Work while you work,
Play while you play;
That is the way
To be cheerful and gay.

I'll be a little sunbeam true,
A tiny ray of light.
And try in all I say and do,
To make the world more bright.

Be kind and be gentle
To those who are old,
For dearer, is kindness
And better, than gold.

A little girl may love the flag
That floats above her land,
And she can bravely do her part
To make her country grand.

A LITTLE CHILD'S WONDER

I wonder just how far it is
From me up to the sky.
They say that God is way up there—
Why does He stay so high?

And yet my loving Mother said
When we told thoughts today,
That He was in my little heart,
How could He live that way?

And when so many people drowned
Out in the big wide sea,
She said that God was with them there—
And still He was with me.

I think God must be everywhere;
I'd surely like to know
For then I'd never be afraid
Wherever I might go.

PATHS

JEANNIE PENDLETON EWING

A country path is very wise;
It really seems to go
To places by the nicest way,
As if a path could know.

A country road is hard and gray
With stones to hurt your feet,
Not many trees, such dusty flowers
They never seem as sweet,

But Oh, our little field-path runs
The way we children love,
Right through the daisies and the ferns,
From our own farm, above,

To grandpa's in the valley, where
It's joy enough to be,
But more to go there prettily
With flowers and nests to see!

High-roads, like grown folks, march along
And take the quickest way,
But paths are like us little ones
Who pause, and look, and play.

THE ANNUAL PAGEANT OF KINDERGARTEN CHILDREN AT DULUTH, MINN.

The annual pageant of the kindergarten pupils of Duluth was held April 23. The first part of the pageant dealt with a little girl who is lost in the woods. While she is asleep a group of Brownies cover her with leaves, but the fairy queen, Miss Evonne Roberts, kindergarten teacher at the Emerson school finds the child and chases the Brownies away.

The second part of the entertainment was a pageant of nations. Kindergarten children represented German children; Japanese children; French children; English children and American children.

CHICAGO, ILL.—The Chicago Educational club have organized a Kindergarten and Domestic science school in the First Ward and made Mrs. Meder president of same.

PORTLAND, OREGON.—The women of Portland are asking for kindergartens in the public schools, and the question may be placed on the ballot at the Annual School election in June.

NEW ORLEANS, LA.—The kindergarten department held its session April 24th, in the Convention street school. The relation of kindergarten to grade work; the practical demonstration of kindergarten work, the growth of the kindergarten idea in this country and the scientific principles underlying kindergarten work and various other subjects were discussed.

WASHINGTON, D. C.—Miss Catherine R. Watkins, director of kindergartens, has been made a member of the Committee which is considering the feasibility of organizing a relief association for teachers of the public schools; the plan adopted in some of the departments of the federal government will probably be followed.

RICHMOND, VA.—The Richmond Kindergarten association gave an entertainment entiled "Wizard of Oz" April 27th. The proceeds from the benefit goes to the support of the Mission Kindergarten on South Beach street, in charge of Miss Lucy Witt, assisted by seniors from the Richmond School for Kindergartners.

NEW KINDERGARTEN STORIES

BREAD—WANT.

Susan Plessner Pollock

The spring time is a delightful season, but often a hard, or trying time. The farmer cares for his land; grain and potatoes are planted in the freshly ploughed earth, that they may become rooted there, in order that they may rise out of the earth, grow, ripen and give a rich harvest. This is beautiful, and wonderful and important for man and beast, but when a whole winter has passed when bread and potatoes have been eaten and when in the spring so many potatoes are planted and so much corn is put into the earth, then all of a sudden there is much need and want among the people. For when there is little grain, then bread is dear. When the potatoes have been nearly all used up, then they are not to be had for money. What shall then become of the poor, who have all they can do to get a living when the times are good? The rich must help them as much as possible.

Often the poor of the neighborhood come to the little house in the wood and Mrs. Forester gave many a plate of soup and many a piece of bread to the needy. When Herman and Gertrude sometimes heard the complaints of the poor, it made them quite sorrowful and they would all too gladly have done something for them, but what could such little children do? They had knit stockings and sold them, but that money had long been given to the poor. One day they saw Lerumer (Banern) farmer planting their fields, then the thought came to Herman to also plant seeds in his little garden and then he could also harvest for the hungry poor.

"That is good" said Gertrude dancing gleefully around. "But do you know, we will not strew corn around, but bread-crumbs, then the whole loaves of bread will grow up."

"You are a wise Trudie," cried Herman joyfully, "Yes, we will sow bread-crumbs; Ah! how surprised father and mother and grandmother will be when the loaves of bread grow in the garden."

When the children reached home they quickly fetched their spades and spaded (dug) up their little garden; then they ran to grandmother and begged for their afternoon pieces of bread: the hard crusts were swallowed into their little stomach(s), but the soft part was strewn out as seed, over the little garden plot.

"When will the crumbs grow up?" said Gertrude, "It will surely take a long time before they grow large."

"First they must make roots in the earth," declared Herman sagely. "Then they get little germs, you know grandmother always explained that."

The children sat down under a tree and gazed earnestly at their seed bed, almost as if they thought, roots and germs could quickly grow, while they watched and as if bread could immediately stand before them. Yes, if fairy tales were true, then there is no doubt, a little magician would have appeared, who would have wished bread out of the earth, enough to satisfy the hunger of all the poor of the neighborhood. As the children stared thoughtfully at their strewed field, a little bird fluttered down. "Shush"—there it had seized a bread crumb and flown away with it.

"Hi, the little thief," called Herman and clapped his hands to drive the little rogue away. "That will never do, the little birds will eat up all the seeds, we must put up a "Scare-crow," like those that stood in the fields at Lerum."

Right, that must be done, but how does one trim up such a little man, so that it looks quite "Fierce?" Grandma will tell us. The dear Grandma always could advise when the children were perplexed, but this time, she would not hear a word about the "Scare-crow," she shook her head when the little ones had told their story.

"Bread crumbs have you planted, my heart treasures," said she, "They will not grow up; the Heavenly Father has not given to everything that lies in the earth, the power to transform itself and grow; only seeds from ripened fruit, receive life, throw out roots, grow and increase as soon as they feel the soft, fresh earth about them, but because of this, do not grieve, you dear little monkeys, you wanted to invite guests to your bread harvest, that did not succeed and now you have invited guests to your seed-bed; it is true, it is not the poor people of the neighborhood, but the poor little birds. Let them feast, the "Scare-crow" would frighten them away, and your seed belongs to them. Should they lie on the ground, the breadcrumbs would dry up."

The great shock which the children had received through the declaration of the grandmother was soon overcome. They entertained the birds and that was also a delight.

BLUE EYES AND FLUFFY BALL

Julia Graydon, 1709 N. Second St., Harrisburg, Pa.

Once there was a little girl named Blue Eyes, and she had a dear little white kitty named Fluffy Ball, and one day she went out for a walk with Fluffy Ball, and a big black dog named Towser Brown Eyes ran after Fluffy Ball. So Blue Eyes ran into a little house at the end of the lane carrying Fluffy Ball in her arms; and a nice old lady who was baking cakes in her kitchen, gave Blue Eyes two cakes and Fluffy Ball, one. But naughty Fluffy Ball found an open door, and out he ran and began to chase a dear little yellow peep all around the yard.

Then the little yellow peep ran to its mother and hid under her big wings and Mrs. Hen looked at Fluffy Ball so crossly that he thought he'd better run home to *his* mother. So he started to run and he never stopped running until he reached Blue Eyes' house and there he found his nice fat grey and white mother lying on a rug beside the fire, and he cuddled up close to her and she put her paw around him and he fell fast asleep.

Now when Blue Eyes came home and saw Fluffy Ball with his mother she ran to find *her* mother, and she jumped up into her lap and put her arms around her mother and said, "Its so nice to have a mother." "Little Peep has one and Fluffy Ball has one but they can't tell her how much they love her, they can only say "peep, peep," and "me—ow." And then Blue Eyes fell asleep too, right there in her mother's arms.

HINTS AND SUGGESTIONS FOR RURAL TEACHERS

CONDUCTED BY GRACE DOW

DEAR RURAL TEACHER.—In undertaking this department I trust that my somewhat extended experience in rural schools and my subsequent normal training and city school work may assist me in making it practically helpful to you in your work with the little children. I understand the tremendous tax upon the time of any rural teacher who is trying to do good work, the wide range of studies, the constant temptation to neglect the little ones for the apparently more pressing need of the older classes and the lack of equipment necessary for the best work. My hope is to assist you to secure better results with the small children, and I shall unhesitatingly recommend the intelligent use of kindergarten material as likely to produce the best results with least expenditure of time. How to use this material, what to select, what substitutes, etc., will be discussed from month to month in these columns.

JUNE, 1915

If little things that God has made
  Are useful in their kind,
Oh, let us learn a simple truth
  And bear it in our mind,
That every child can praise Him,
  However weak or small;
Let each with joy remember this,
  The Lord has work for all.

—*Selected.*

JUNE

What is the name of the new month? To what season does June belong? Is it a longer or shorter month than May?

What day of special interest in this month? Flag Day. Make a calendar for the month using flowers, bees, or butterflies for the decoration. Indicate flag day on the calendar by the use of a small flag.

Flag day should be a day on which the meaning of true patriotism should be taught. More than ever should teachers bring to the child's mind the advantages of peace, and show them that true patriotism is not best shown by fighting or by noisy parades, but by bravely upholding the right at even the sacrifice of self. The greatest battles of our day are not fought with firearms, but in our homes, on the playground, or in our daily work.

True patriotism, means living nobly rather than dying on the battlefield.

FLOWERS AND INSECTS

Lead the children to see the relation between flowers and insects, how they help each other. The flowers attract the insects by their bright colors, and their fragrance and the insects carry the pollen from one flower to another which helps to produce the seeds. Give the children the lesson to be learned from this—the spirit of helpfulness.

It is better not to encourage children to collect insects, but for study bees and butterflies might be placed in glass jars during the month.

The butterfly.—How many legs has the butterfly? Of what use are its claws? Are all butterflies the same color? Which sides of the wings have the brightest colors?

When resting they usually close their wings, that only the duller colors may show, which being nearly the shade of branch or leaf they are nearly invisible.

Like flowers, the color of butterflies varies with the season. What are the colors of flowers and butterflies during the month of June?

The bee.—The farmer is indebted to the bumble bee for carrying the pollen from flower to flower, and thus help to raise his clover seed.

Give the principal parts of the bee. Of what use is the sting? Tell something of the family life of the bee. What are drones? Name several flowers from which bees gather honey.

"Ah, the wise little bees! they know how to live,
  Each one in peace with his neighbor;
For though they dwell in a narrow hive,
  They never seem too thick to thrive,
Nor so many they spoil their labor."

BUSY WORK

Draw and paint butterfly borders. Draw and paint flowers. Bee hives may be drawn, or may be cut and pasted. The flag may be drawn and painted, and suggest also that each child be given strips of red and white paper, also the blue for the field of blue and the cut stars, and have each mounted on paper making a flag.

Colored construction paper should be used in cutting flower designs. The cutting for one day may be all red flowers, and another day those of pink, yellow, or blue.

The Eleventh Gift.—Rings for ring laying may be used to advantage during the month, as the flower study affords so many suggestions in the use of the curves. The gummed paper rings, and strips in bright colors will make beautiful border designs.

HOW TO MAKE A BUTTERFLY

Cut the wings of brown or yellow construction paper, cut holes in the wings, back of which paste rice or tissue paper which will represent dark spots seen on the wings. Mount on brown slats, and when blown by the breeze they will closely resemble real butterflies.

A NUMBER GAME

Draw a number of squares upon the blackboard, and in each place a number, from 1 to 12 inclusive.

Use this for review work in addition and multiplication.

Give a child a rubber ball. Tell him to throw the ball at one of the numbers, and the number within the square where the ball strikes is to be added to, or multiplied by a number suggested by the teacher.

The same child may try a number of times, or until he fails to give the correct answer when another takes his place.

This may be played by choosing sides, and having the leaders on each side throw the ball. Those who fail are to be seated, and the side having the largest number standing when the time for closing the game arrives are declared the winners.

DEVICES FOR WORD STUDY

1. Place a list of words upon the board as run, still, see, hear, etc. Ask a child to act one of the words, and have the class guess the word from the acting.

2. Have words upon cards. Stand these in various places where they can be seen easily. Hold up a picture that represents the word, and ask child to find the word.

3. Place lists of words upon the board, and tell something about the word;—as find the word that tells what the dog says. Ask a child to point to the word.

4. Using the list as before, give a word and ask a child to draw a colored line below the word.

These happy days of school time
Will seem, when passed away,
Like brilliant hues of sunset
That beautify the day.
Through all our life with pleasure,
These sunny hours will shine
And with each thought of sadness
These golden hours will twine."

The spontaneous, undirected play of childhood is an educative medium of great value. When that instinct is directed by trained teachers toward certain educational aims, the effectiveness of play as an educational medium becomes unlimited in its possibilities.

Practically all of the national and international organizations of the world have been invited to hold regular or special meetings or to send delegations to San Francisco to participate in the activities of the Exposition. Up to date, 822 Congresses, Conferences and Conventions have been scheduled to meet in or near San Francisco.

FROEBEL CLUB SPRING FESTIVAL

The Boston Froebel Club celebrated the coming of spring with a festival May 15, in the courtyard of the Boston Normal School, Huntington Avenue. A group of three hundred—kindergartners, children and students from the kindergarten training schools of Boston and Cambridge—participated in the plays and games which finally culminated in the winding of the Maypole.

FALL RIVER, MASS.—Three new public school kindergartens are under consideration by the Board of Education, one each in the Globe, Davis and Highland districts.

TONAWANDA, N. Y.—Miss Ruth Anderson of Kenmore, has been engaged as teacher of the kindergarten class opened in the Murray school recently with 36 children in attendance. The increase in students at the school since the Easter vacation made it necessary to start the class.

TOPEKA, KANSAS.—The board of education will open a kindergarten in the Potwin building in September.

EDUCATION NOTES.

Social dancing for young and old has taken place in 200 schoolhouses throughout the country during the past season, according to the Russel Sage Foundation.

An eye dispensary has been opened in Springfield, Ill., for the benefit of children who need treatment and can not pay for it. Local oculists give their services free and the Board will provide glasses for children who can not purchase them.

Seeds, seedlings, hedge plants, shrubbery, etc., are furnished free to country schools in North Dakota by the State School of Forestry. In addition, the services of the State Forester in planning and laying out school grounds are available without cost.

A veteran teachers' association, composed of teachers with 25 or more years experience, is organized in Berks County, Pa. The association has 60 members, 25 of whom have taught 30 years or more. Two have taught more than 40 years, and one has seen 52 years of service as a teacher.

MANCHESTER, N. H.—At the meeting of the Antrim Woman's Missionary Alliance, April 22nd, an interesting paper on "The Value of the Kindergarten in the Orient" was given by Mrs. J. Blake Robinson. Mrs. Nathaniel Farrant read a paper on "Children of the Philippines."

Two out of every thousand public high-school boys receive military instruction in school, as compared with five in every thousand 15 years ago. While the total number of boys in public high schools has increased since 1900 from 216,207 to 541,486, the number of boys taking military drill has decreased from 10,455 to 9,532.

CHICAGO, ILL.—May 1, the directors of the Chicago Kindergarten institute gave a reception in honor of the senior class of the institute in the Art institute. Raymond Robins spoke on "The World Movement in Religion."

THE SHORT DAY

The teacher was trying to explain to her class the effects of heat and cold, says Pearson's Weekly. She told her little charges that an iron bridge would expand several inches in hot weather and contract a like amount in cold weather.

She then asked a little girl for another instance of the expansion and contraction caused by heat and cold. The child hesitated for a minute or so, and then replied:

"In hot weather the days are longer; in cold weather they are much shorter."—*Exchange.*

HAMILTON, OHIO.—The board of education has voted to take over the private kindergartens of the city.

THE N. E. A. MEETING AT SAN FRANCISCO

We have received from Mr. Durand W. Springer, secretary of the National Education Association, the following program for the general sessions to be held August 16, 19, 25, 28.

President's address, "The Teacher and War—David Starr Jordan, Stanford University, Cal.

"Women and War"—Jane Adams, Chicago, Ill.

"Educational Progress of Fifteen Years"—Elmer Ellsworth Brown, New York University, New York, N. Y.

"Organization of Public Education"—Payson Smith, Augusta, Me., and Ellwood P. Cubberley, Stanford University, Cal.

"The Montessori System"—Madam Montessori, Rome, Italy.

"Financing Public Education"—James Y. Joyner, Raleigh, N. C.

"Secondary Education in South America"—Ernsto Nelson, Argentine Republic.

"Adaptation of Rural Education to Needs of Rural Life"—P. P. Claxton, Washington, D. C.

"Preparation and Efficiency of Rural Teachers in the U. S.—Harold W. Foght, Washington, D. C.

"Education and Race Improvement"—S. J. Holmes, University of California, Berkley, Cal.

"Rural Education and Genetics"—H. J. Webber, University of California, Berkley, Cal.

"Self Government in Secondary Schools"—Richard Welling, New York, N. Y.

"Cost and Labor of English Teaching"—E. M. Hopkins, University of Kansas, Lawrence, Kansas.

"The Junior College"—Alexis F. Lange, University of California, Berkley, Cal.

"School Hygiene—Recent Developments and Future Possibilities"—Lewis M. Terman, Stanford University, Cal.

"Vocational Training"—Ella Flagg Young, Chicago, Ill.

"Mothercraft"—Martha Foote Crow, Tuckahoe, N. Y.

"Vocational Aspect of Home Economics"—Ednah A. Rich, Santa Barbara, Cal.

"Teachers' Organizations"—William B. Owen, Chicago, Ill.

"Elimination of Adult Illiteracy"—Cora Wilson Stewart, Frankfort, Ky.

"Sex Morality and Sex Hygiene, as the Aim of Sex Education"—Thomas M. Balliet, New York University, N. Y.

"Education of the Negro"—Hollis B. Frissell, Hampton Normal and Agricultural Institute, Hampton, Va.

"Education of the Filipinos"—John B. De Huff, Carlisle, Pa.

"Education of the Japanese"—Sydney F. Gulick, Kyoto, Japan.

"Agricultural Education"—Percy G. Holden, Chicago, Ill.; H. J. Waters, Manhattan, Kans.; D. B. Johnson, Winthrop Normal and Industrial College, Rock Hill, S. C.

"Professional Education"—James Parker Hall, Chicago University, Chicago, Ill.

"Education of the Physician"—Ray L. Wilbur, Stanford University, Cal.

"Education of the Engineer"—Charles B. Mars. Stanford University, Cal.

"Higher Ideals in Education"—Charles F. Thwing, Western Reserve University, Cleveland, Ohio, and William T. Foster, Reed College, Portland, Ore.

THE CONGRESS ON SCHOOL ADMINISTRATION

To be held August 20 presents the following program:

President's Address—O. M. Plummer, Portland, Ore.

"School Survey"—E. P. Cubberley, Stanford University.

"School Board Members"—W. E. Chancellor, University of Wooster, Wooster, O.

"Problems of a Director—R. E. Blight, Los Angeles, Cal.

"School Buildings and Grounds"—John J. Donovan, Oakland, Cal., and William B. Ittner, St. Louis, Mo.

"The School and the Teacher"—T. W. Churchill, New York, N. Y.

"Tenure of Office"—E. C. Elliott, University of Wisconsin, Madison, Wis.; Grace De Graff, Portland, Ore.

"Some Problems"—P. P. Claxton, Washington, D. C.

THE CONGRESS ON SECONDARY EDUCATION

Will be held on Aug. 23 with the following program:

"The Place and Function of the High School in the American System of Education—J. Stanley Brown, Joliet, Ill.

"The Possibilities of the High-School Library"—R. T. Bargreaves, Spokane, Wash.

"Faculty Advisers in the High School—Their Need and Function"—Herbert O. Williams, Sacramento, Cal.

"The Extra Activities of the High School:"—"The Relation of the Faculty to the Social Interests of the School"; "The Relation of Athletics to the School"; "Organized Literary, Debating, and Social Clubs."—V. K. Froula, Seattle, Wash.

"Practical Arts for Girls in the High School"—Mary Putnam, Los Angeles, Cal.

"Sex Pedagogy in the High School"—Henry E. Brown, Kenilworth, Ill.

"High School Efficiency and What It Means to a Community—W. H. Snyder, Los Angeles, Cal.

"The Organization of High Schools Into Junior and Senior Sections"—P. P. Claxton, Washington, D. C.

"The High School of the Future"—Lewis R. Avery, Oakland, Cal.

AMONG THE OTHER CONGRESSES ARE THE FOLLOWING:

Congress of School Hygiene, August 17.

Congress on Music Education, August 18.

Congress on Physical Education, August 18.

Congress of Elementary Education, August 20.

Congress of Scientific Education, August 20.

This certainly promises to be one of the most interesting meetings the N. E. A. ever held.

For full information, including railroad rates, etc., address Durand W. Springer, Ann Arbor, Mich.

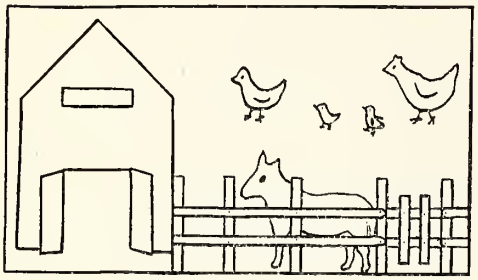


PICTURE LANGUAGE STORY FOR JUNE

STRAIGHT LINE CUTTING

CARRIE L. WAGNER

A barn yard and animals always appeal to children, and an interesting poster may be made from one

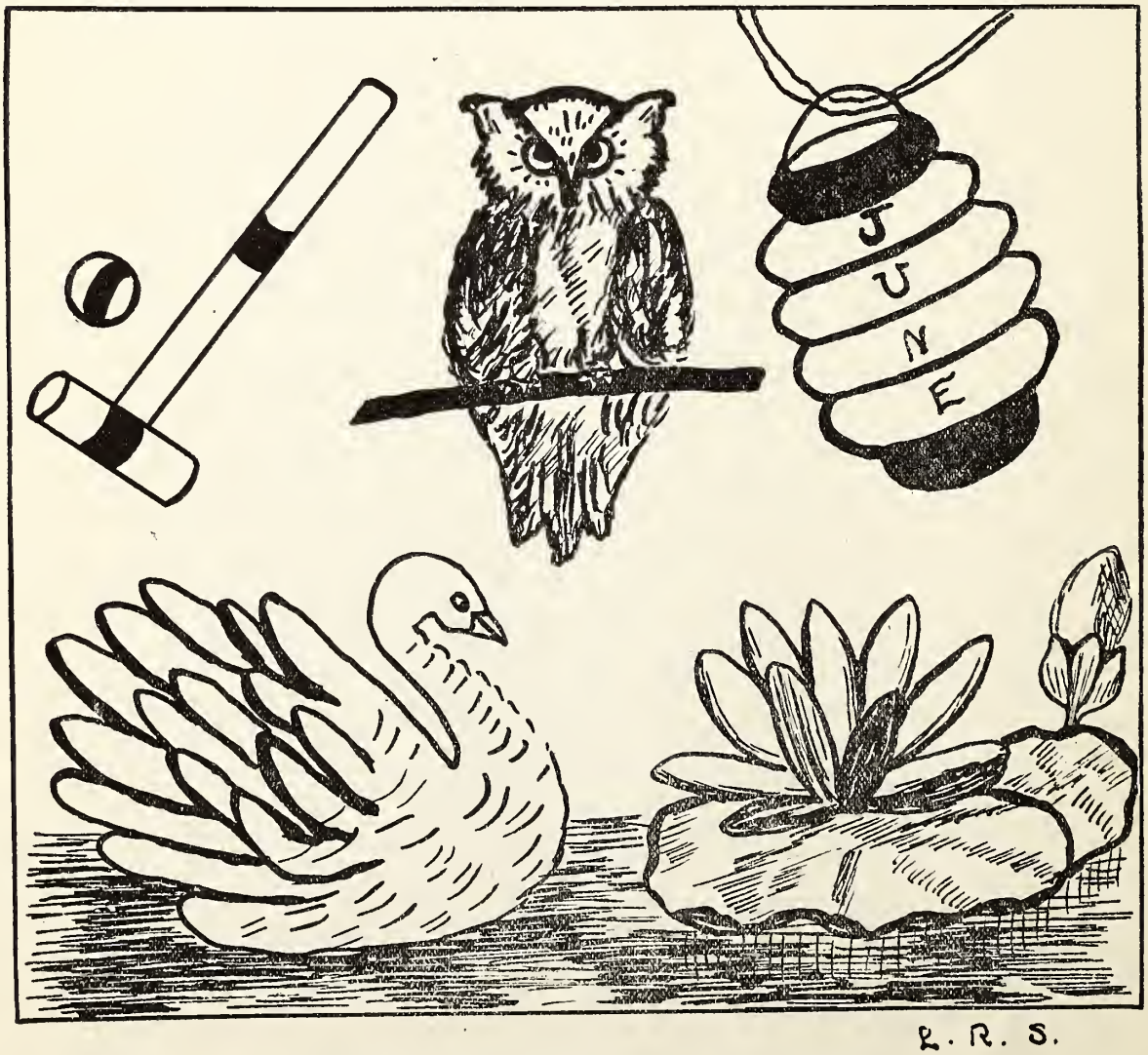


four inch square, folded into sixteen little squares.

From each side cut away four squares on a straight line; then at the top of the eight remaining squares fold the corners to the intersection of the vertical and first horizontal lines, and cut the two corners off on the lines made by the fold. This forms the roof of the barn. From the lower edge cut off two squares; then cut up on the center crease to the first line, and cut half way across on each side, thus forming the double doors.

The fence may be made from the strips of four squares first cut from the sides of the big square. Fold these into four equal parts, and cut on the lines. From the two squares and two triangles left from cutting the barn, animals may be cut free hand. White paper is used for the cutting, mounted on green or blue.

If the children have visited a farm, or have a barn yard at home, and have learned Miss Poulsson's "Barn Yard Song" they will enjoy the result of this cutting.



BLACKBOARD SUGGESTIONS FOR JUNE

SENSE TRAINING IN THE MONTESSORI SYSTEM

By William Boyd, M.A., B.Sc., D.Phil.

It is evident from the reports which have appeared of the recent Montessori Conference at East Runton that what most of Dr. Montessori's English disciples regard as fundamental in her system is the attempt to give the fullest possible opportunity for self-regulated activity in education. It would be easy to criticize their view by saying that the principle of freedom by which they swear is not a new discovery, and that neither leader nor disciples have as yet said or done anything to give it a new meaning or value. It might even be urged that there is an absolute incompatibility between the anarchistic individualism of Dr. Montessori herself and the educational conceptions of those who advocate the conversion of the school into a self-governing community. But, even if these criticisms are true, as I believe, they are no real condemnation of the movement. Human progress depends on fresh inspiration as often as on fresh ideas, and the contradictions and inconsistencies of an inspiring personality stimulate rather than retard the advance of thought and practice. The significant fact in the present case is that once again the banner of the free spirit has been raised in education. Those of us who have learned to value freedom from the teaching of Pestalozzi or Froebel or Dewey or any other master have assuredly no cause for misgiving at the renaissance of our own ideals in a different form.

But it does not follow that we must accept the methods of Dr. Montessori with the uncritical faith shown by most of her disciples. It is a great delusion to imagine that freedom in the school can be achieved by stereotyping curriculum and teaching on her model or on any other. These methods of hers have been worked out on the basis of a particular conception of the nature of mind and the purpose of human life, and can only be adopted by those who are in personal agreement with it. To follow her blindly in the detail of her system because of a general appreciation of its spirit involves the surrender of the teacher's own freedom and stultifies the system itself.

So far as the upbringing of young children is concerned, the main difficulty arises with regard to the view that all education should begin with a thorough training of the senses. This is not a novel idea. In some form or other it has been accepted as a general maxim by educational thinkers since the time of Rousseau. What is new in Dr. Montessori's practice is the concentration on the training of the senses as the first form of intellectual discipline and the elaborate systematizing of a drill in sensory discrimination, apart from and prior to other activities of mind. It is in this detachment of the senses for special treatment, and not in the giving of a wider freedom, that she differs fundamentally from Pestalozzi and Froebel and all those who have sought to make education not a mere preparation for life, but an essential element of life itself.

To appreciate the significance of this departure from the best educational tradition, we must begin by considering the conception of mental development which underlies it. This is summarily stated by Dr. Montessori in these words: "The development of the senses precedes that of higher mental activity, and the child between three and seven is in the period of formation." Here we have two propositions: (1) that sensory activity precedes what Dr. Montessori vaguely calls higher intellectual activity; (2) that the formative period of the senses is from three to seven. Let us consider them separately.

In the first place, we are told that the senses are the first faculty to develop. What exactly that means is not very clear, but it would seem that we are implicitly invited to think of the mind as a group of faculties which, like the organs of the body, come to maturity in a definite order. If that be a correct interpretation of Dr. Montessori's view, we can only meet it with a point-blank refusal to regard mental development as involving a sequence of separate functions. For the convenience of psychological thinking, it may be necessary to consider the senses or the imagination or the will in detachment from the whole context of mind, but in actual fact there never is any such detachment at any period of life. Sensation is analytically simpler than perception, and perception analytically simpler than conception, but sensation does not precede perception, nor perception precede conception. From the first dim beginnings of consciousness every one of the so-called faculties is involved in the exercise of any one of them. If in the early years of life the faculties which Dr. Montessori and the sensationalist psychologists call "higher" are very imperfectly developed; so also are the "lower." The growth of mind does not take place by the addition of faculty after faculty, but by the gradual organization of capacities present from the first. This applies to the senses precisely as to every other faculty. Sensory discrimination in any form and at any stage is an act of the whole mind. It is never merely a receiving and comparing of impressions, but a process of interpretation, and therefore becomes more perfect with the greater ability to interpret which results from the general development of mind.

Let us come, in the second place, to Dr. Montessori's affirmation that the right age for sense-training is from three to seven. The first point to be noted here is that it is made without any attempt at proof. Is it, then, self-evident? Or has it been so securely established on scientific grounds that it can be assumed as a matter of course? On the contrary, so far as I know, there is not a scrap of evidence that would warrant any person free from preconceptions (as Dr. Montessori professes to be) in characterizing these particular years as a time of special activity of the senses. There is very little exact information available on the subject, but such as there is is decidedly unfavorable to Dr. Montessori's view. One investigation may be mentioned: partly to illustrate this, partly to bear out what has already been said more generally about the dependence of the senses on the development of mind as a whole.—*Child Life.*

(To be continued

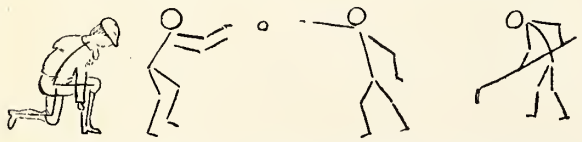
SPRING PLEASURES

Miss Olive Wills

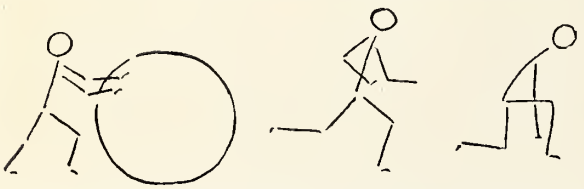
Never was there a happier time to study poses than spring when children are everywhere playing games. The joyous running here and there, jumping the rope, playing marbles, baseball, basketball, roller skating, flying kites and many, many more activities that give such fine opportunity for study of action in pose drawing: for all teachers know how happy children are to tell of their sports in pictures, and of how they enjoy dramatizing these sports in the school room. In the first grades if we can get pupils to show action and something of proportion we will be satisfied; therefore the skeleton figures are excellent work for quick observation. Notice how almost invariably children get the head too large for the legs.

This skeleton work will help to impress this proportion upon them.

Here are given several examples: playing ball, rolling the hoop, running, playing marbles, working in the garden. Then later we will clothe their skeleton figures, examples given.



In a higher grade pupils may be taught to measure with the pencil and thus get relative proportion more accurately—note it is proportion, not size, as so many will get it. To measure with the pencil pupil must sit erect, arm extended full length, emphasize arm at full length, hold the pencil so the thumb can be easily passed up and down from the top to the middle while grasping the pencil firmly with the other fingers. We will always hold it vertical or horizontal, again you will find you must emphasize this point. Close one eye. An interesting experiment in this connection. Make a large chalk spot on the black board. Pupils in above position hold pencil so it will seem to cover the white spot. Now close the other eye, keeping the pencil as it was and it will seem as if the spot had jumped. This will show the necessity of closing one eye. Now we have the position, place the end of the pencil so it appers to touch the top of the head and slipping the thumb down until it covers the collar line. Hold this measure and drop the top of the pencil to collar line and you will find the thumb now is about half way down the boy's blouse. Still bolding thumb as before drop top of pencil to point where thumb just covered and you will see the blouse measures twice as long as the head or often only one and one half times. Thus measure legs, arms, and width across the shoulders, all in proportion to the head. Many times a little girl's waist will measure one and one half times the head, the skirt the same and legs same. Note the hand when hanging at the side is about half way between the thigh and the knee.



In the higher grades these proportions and the anatomy of the body are still more closely noted. In all the lower grades do not attempt the face. If the face is seen represent it only with a curved line.

The first attempt at the full figure would be easier done in charcoal mass drawing, than in crayon and in pencil. In all of these mediums it is pleasing to do them in two or three tones of grey.

Another interesting way to finish the pose is in decorative style, that is flat washes of color, not in the shadings and tones of the naturalistic.

Then draw in a simple landscape as a setting for our figure, perhaps only sky, distant foliage or a hill and foreground, or place a tree, road or stream, then paint these in very simple coloring.



The example here given is sky a very light blue, stockings and can echo of the same tone, distant foliage and dress of a brown, shoes and hair a very dark brown all outlined in same dark brown, leaving the ground and the face the creamy tone of the paper or the whole picture might be done in three tones of one color.

Boston, Mass., April 23.—Dr. Maria Montesori, the teacher whose methods of education have revolutionized established theories of child receptiveness, has paid Boston a visit.

She describes her method, now famous as the "Montessori Method," as one of training the natural curiosity of the child into selected channels.

Erie, Pa.—The South Erie Improvement association requests the school board to acquire additional ground around that building, so that an addition can be erected for manual training, domestic science and kindergarten classes.



STUDY OF A PICTURE—X

MARY E. COTTING.

Well, well! What have those "tiger-twins" been doing now? "Chasing about?" Why do you think so? How did the pitcher happen to be broken? You "spect the "tiger-twins" climbed upon the table and upset it?" Just look at the table-cloth, do you see where it is? That tells us that those "tiger-twins" were having a fine swing on the corners of the cloth, as kittens sometimes will, when crash—splash down came the pitcher—milk and all! What do you think the "tiger-twins" did then? Scampered out of sight? Would you do that if you got into a scrape? I should hope not, but "kittens are different" as you say. What did they do next? The one wearing a ribbon-bow peeped out, and seeing no one, said to her sister, "Let's go and see what's on the floor." Out they crept very cautiously, and when they found all that milk they knew no reason why they should not drink it: so they lapped, and lapped until the floor was quite dry. You couldn't have told there'd been an accident but for the broken pitcher. What do you think those "tiger-twins" did next?

Yes, they washed their faces and paws nicely just as their mother had taught them to do, and then walked over to that step at the back of the room. What are those things? Isn't that a queer place for them to be? Why are they there? That is just the reason. Mother had started to put the "flat" in the closet, and was carrying the kettle to the place where she fills it with water; she was about to begin getting dinner—when the door-bell rang. She set these things down in a hurry, and off slippped the cover of the kettle. Who rang the bell? Perhaps you can tell, you know who comes to see the mothers. When the "twin" wearing the bow had looked into the kettle she popped in and called to the other one to come, for it was a fine place in which to have a rest. When mother came back those "tiger-twins" were cuddled into a round heap, and fast asleep. What do you think she said? She just laughed. She wished the children were at home to see the funny sight—kittens asleep in the stew-kettle! That was a very, very funny sight! While she cleared away the bits of the broken pitcher and

mopped the floor till it was very clean again she thought, "I'm sorry this milk is gone, and the pitcher broken: but I must not blame the "tiger-twins." I should not have left the milk on the table." Do you knew why she thought so? She didn't punish the kittens, either, for sleeping in the stew-kettle, for that should not have been left on the step. You know there is a proper place for each thing which we use, and we should be careful to put everything in its place. This mother understood all about this so she spread the cloth on the table, and gently took the "tiger-twins" out of the kettle---of course it needed to be well washed before using again—and put them out in the pleasant yard. When Betty came to dinner she wondered how pussy's bow came to be spotted, and of course her mother told her what had happened that forenoon.

"Did you punish the tiger-twins?" brother Jack asked. Mother told him, "no; it isn't right to punish animals when they're not to blame. The milk and kettle should not have been left where they were. We must always find out the *true* cause of trouble before we place blame and give a punishment." This made the children think of some of the times they had punished their pets and they decided to be more careful how they treated them after this.

The practical life is the life of steady, persistent, intelligent, courageous work, widening its horizen as the worker grows in knowledge, and by doing well what lies before him, fits himself for harder and higher tasks.—*L. R. Briggs.*

Happiness should be the accompaniment of the everyday life of all who are doing good, honest work with an intelligent mind.—*Bishop Creighton.*

Kindergarten babies are visiting the farmyards to become acquainted with the animals and are going on trips to the ,fields and woods to pluck violets and other spring flowers. The teachers of the various classes accompany their pupils. Gardens which were started some time ago by the tots are responding to the unceasing care, and radishes, lettuce and nasturtiums are plentiful. Radish and lettuce parties will be held soon. Several distributions of spring flowers, especially violets, have been made in some of the most congested districts by interested mothers and patrons.

Another step toward closer relations between primary and kindergarten teachers in the Pittsburgh public schools was taken when Miss Jessica Childs, member of the faculty of the Training School for Teachers, addressed a joint meeting of 400 primary teachers in the Central Y. W. C. A., April 23, on stories for children. The Misses Florence Kessler, Edna Rosenberg, Martha Craig and Bertha Saklowsky illustrated with examples the different kinds of stories mentioned. Miss Ella Ruth Boyce, director of kindergartens, introduced Miss Childs and afterward the Kindergarten Alumnae Association gave a tea.

INCIDENTAL FESTIVITIES

Mary E. Law.

After the regular festivities mentioned in the kindergarten there are a number of incidental festivities which help to interest the kindergarten and keep it in touch with home, school and society. These festivals require but little preparation and should be treated as incidents, not as a matter of importance.

Hallow'een is the first of these. The meaning must not be explained as it is merely fanciful, but the lanterns should be made of small pumpkins, squashes, turnips or potatoes and a tiny candle placed inside. Great care must be taken in playing with fire and that is a lesson that any child must learn. No frightful masks or sheeted figures should be used. Just a little innocent fun in the daytime. Let the parents take the responsibility for the night frolic, the teachers removing the little candles before the lanterns are taken home.

St. Valentine's day is another festivity that may degenerate into a boorish, vulgar affair by the use of comic valentines. Never permit children to see them if it can be avoided, never allow them to send them.

The story of good St. Valentine should be told, the mating of the birds touched upon and as much originality as possible used in making simple valentines. The teacher should always have a few in reserve so that the child will be overlooked.

Mayday may be observed by making little May baskets, filling them with early blossoms and presenting them to little friends with as much mystery as possible. Hanging them on the doorbell is a simple way.

Children's birthdays should be observed when convenient with the assistance of the mother. A little birthday cake with candles which the children blow out giving a little toast as "John, I wish you many happy birthdays," is a pretty social custom which introduces the children into some of the refinements of social usage.

La Salle, N. Y.—At the annual exhibition of school work held April 14th, the kindergarten exhibition was especially fine, and attracted much favorable attention.

Dallas, Texas.—An address was given April 12th by Professor F. M. Bralley, president of the College of Industrial Arts at Denton, by invitation of the Free Kindergarten Association at the Neighborhood House. Professor F. M. Bralley, expressed his surprise and appreciation of the good work accomplished and complimented the ladies of the Kindergarten Association for their efforts.

Greenfield, Mass.—Miss Eunice G. Hunt of Marlboro, has been engaged as kindergarten teacher at the Green River school. Miss Hunt is a graduate of the Wheelock Kindergarten Training School and is a successful kindergartner.



THE COMMITTEE OF THE WHOLE

CONDUCTED BY BERTHA JOHNSTON

THIS COMMITTEE OF THE WHOLE, of which all Subscribers to the Kindergarten-Primary Magazine are members, will consider those various problems which meet the practicing Kindergartner—problems relating to the School-room proper, Ventilation, Heating, and the like; the Aesthetics of School-room Decoration; Problems of the Physical Welfare of the Child, including the Normal, the Defective, and the Precocious; questions suggested by the use of Kindergarten Material, the Gifts, Occupations, Games, Toys, Pets; Mothers-meetings; School Government; Child Psychology; the relation of Home to School and the Kindergarten to the Grades; and problems regarding the Moral Development of the Child and their relation to Froebel's Philosophy and Methods. All questions will be welcomed and also any suggestions of ways in which Kindergartners have successfully met the problems incidental to kindergarten and primary practice. All replies to queries will be made through this department, and not by correspondence.

Address all inquiries to

MISS BERTHA JOHNSTON, EDITOR,
389 CLINTON ST., BROOKLYN, N. Y.

TO THE CHAIRMAN OF THE COMMITTEE OF THE WHOLE:

A friend returned from a banquet recently, wearing a tiny souvenir which was attached to his coat by a *burr*—instead of by a pin. I would suggest that the children who go to the country or who are fortunate enough to live near fields and meadows, be asked to gather burrs, during the summer for their own and for kindergarten use. With a supply on hand, these can be used to attach badges, ribbons and the like, when the little folks are playing their kindergarten games or marching. This will give an inducement to observe, collect and select, all of which involves powers of the the mind it is desirable to exercise and develop. T. M. S.

TO THE CHAIRMAN OF THE COMMITTEE OF THE WHOLE:

Perhaps some of your readers will be interested in hearing of a playground for "poor little rich" children, recently established in New York. Here the boys and girls who have been hampered and restricted by nurses and fine clothes and the "do's and don't's" of their elders, are allowed to play in the dirt, and romp and yell to their heart's content,—under the direction however, of two child specialists, who established the playground, believing in the importance of real play for the boys and girls of the conservative rich, not only for the physical development implied, but for the life lessons in morals and ethics which they learn in play with their companions. This new departure, we are told, has won the approval of experts in child psychology in several cities. Certainly, the unhappy "only child" of wealthy parents will undoubtedly rejoice in this opportunity for happy play with comrades. The children are received in groups of not more than ten. The need of such play opportunities for the rich child, would, I think, be a timely topic for discussion at mothers' meetings. We usually think that it is the child of the poor, only, that needs play opportunities. L. B.

TO THE CHAIRMAN OF THE COMMITTEE OF THE WHOLE:

Not long ago it was suggested in your columns that heroes of peace as well as of war should be presented to the children for emulation. Therefore, the following letter which appeared in The New York Times may prove helpful to teachers who are searching for the names of such men.

"I read in the Times of General Gorgas's acceptance of the offer of the trustees of the Rockefeller Foundation to take charge of the organization of the medical relief expedition which is being sent to Serbia to eradicate the typus fever epidemic. Any man who takes his own well-conditioned life in his hands in the hope of saving others, may, I think, be justly considered a hero; and the man who undertakes to fight a treacherous, insidous disease, a fight without the inspiration of the shout of the multitude, or the immediate vision of a captured foe, is a hero of the highest order. MARJORIE COOK."
S. T. W.

The letter quoted may well form a subject for discussion with older children. While we must not fail to honor the men who enter the army and navy that they may be ready to protect their country in time of danger, it is well to help the children to realize that heroism assumes many different forms and expresses itself in various ways—and of the heroes of peace, General Gorgas assuredly ranks high.

TO THE CHAIRMAN OF THE COMMITTEE OF THE WHOLE:

What do you think of the "Natural Educational" methods of Mrs. Winifred Sackville Stoner who has been giving lectures upon that topic in New York this winter? S. D.

The editor attended one of these lectures, the theater being thronged and many disappointed women being turned away. It was interesting from beginning to end, but we do not feel competent to judge of the methods and their results without having read the book, which we hope to review in a later number of The Kindergarten Primary Magazine. One of the topical lessons illustrated how the children learned certain geographical facts, about Tasmania, for instance, by reciting impromptu rhymes, like "To Tasmania we will go, where the tallest wheat will grow," and then similar rhymes describing other products of that distant land. We do not now recall what those products are, but perhaps the children do who sang the songs. We were shown also, how Mrs. Stoner's

daughter learned her Virgil, by reciting the lines as she tossed a ball to her mother. We have the feeling that Virgil would not feel especially complimented to have his verses committed to memory thus, but until one has really studied a theory and knows it by its fruits or its lack of them, it is unfair to criticise it. We certainly agreed with Mrs. Stoner when she insisted that classes should be smaller if we expect the best work of both teacher and pupil. And it is claimed that her little daughter has attained wonderful proficiency in many branches of knowledge without being an exceptional child.

The editor has been telling stories to a group of children who have had experience in the public school, in dramatizing some of the well-known fables—the Crow and the Hunter, Sour Grapes and the like. They acted the various parts admirably, but the voices were unnecessarily loud, piercing, strident, unmusical. The dramatization of stories is invaluable in developing freedom and expression in reading, and in enlarging the vocabulary; but the teacher misses a great opportunity, if she fails to insist that the children should employ pleasing tones, and sweet voices. Brooklyn, N. Y. is proverbially hard on the voice, and the New England climate is also supposed to be trying to the vocal cords; therefore, residents of such districts should be especially careful to see to it that practice in pleasing speech is frequently given.

TO THE CHAIRMAN OF THE COMMITTEE OF THE WHOLE:

An active outdoor game is suggested by an Indian legand in Sara Cone Bryant's book "How to Tell Stories to Children." This tale relates how the Gray Wolf brought fire to mankind. While the Fire Spirits are dancing on the Burning Mountain, the Gray Wolf seizes a blazing brand, and dashes off with it. He has previously stationed, a day's journey apart, the swiftest runners of the tribe. Weary and faint he reaches the first in line, the swiftest of the tribe, who seizes the brand and hastens on with it to the next, who in turn races on, till the next one is reached, and so on. The last one finally reaches the safety of the snow-clad mountains beyond which, the Fire Spirits who are in hot pursuit, all this time, cannot pass.

Read or tell the story and ask the children how to turn it into a game? This can be done as follows: Some children must be placed at regular distances apart to represent the awaiting tribesmen. Others represent the Fire Spirits dancing at a given spot, with a stick lying near. Some distance away a line must be marked out to represent the boundary beyond which the fire cannot go. The swiftest is the wise, beneficent coyote, to whom the Spirits have said, that if clever enough to get a brand from them he is welcome to it. He manages to creep up and snatch it and then away he goes. Reaching number one, he gives it to him, and away he dashes, and so on, till safety is reached, and the boon of fire received, by the grateful people.

LANDMARKS

JENNIE PENDLETON EWING

We went to spend the summer in a little hillside town,
And in it there were shady trees, and long streets up and down,
And little cunning cross-streets that just seemed made for play—
But when I tried to go alone I sometimes lost my way.
Then "You must learn the landmarks, dear," the people would repeat;
"The stone church at this corner shows the way to Water Street;
You go home past the baker's"—but when I found that gay
Sweet flowers grew in each garden, I knew a nicer way!
There was something bright and showy at each corner that I turned;
Quite near the old post-office the scarlet poppies burned
Like fire; another corner I called "Nasturtium Place;"
(Such velvet flowers, each hiding the queerest pointed face!)
Then came "The House with Sunflowers," and next "The Bush of Box,"
And a little lawn, all shades of pink,—"The Garden with the Phlox."
I would turn where roses pointed, or a peony's bright cheek,
And with hollyhocks for guide-posts, what need for folks to speak?
I like my own home-city, but I think it's rather tame
To look upon a lamp-post to learn a corner's name!
In that village it was easy to walk and understand
When the people used such pretty things—dear flowers—to mark their land!

THE PRATT INSTITUTE EXHIBITION

Pratt Institute opened its twenty-eighth annual exhibition April 29, the school throwing the doors open to all the rooms, where the work of the day students was arranged attractively. Besides the finished work on view, methods, equipment and general facilities of the school were shown.

In the kindergarten building the first floor exhibit was very interesting, with its buildings of blocks and clay work, paper designs and pressed flowers and innumerable other ways of training young children. This work is carried on under the supervision of Miss Franklin. Gift materials and value work were also on exhibition, showing the historic development of kindergarten material, beginning with the original Froebel material. Miss Alice E. Fitts is the director of this school.

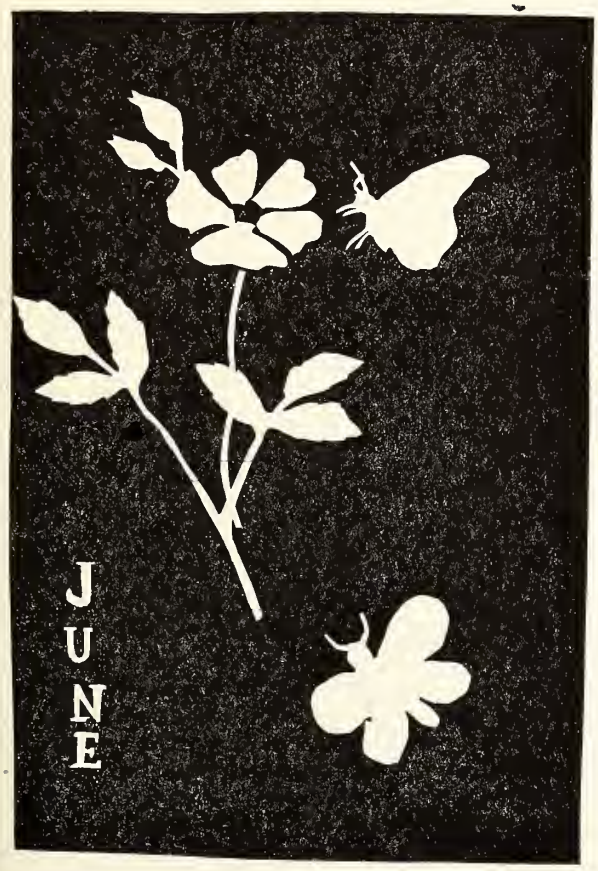
JUNE PAPER CUTTING

J. M. NIVEN, 39 Yorkville Ave., Toronto, Can.

Butterflies may be cut out of yellow or white paper and mounted on gray. Narrow strips of the same color as the butterflies may be pasted at the top and bottom to form a border.

The story of the "Yellow White, and Many-colored Butterfly" should be told, and illustrated.

JUNE ROSES



"There's never a rose in the world
But makes some green spray sweeter."
"So sweet, so sweet, the roses in their blooming."

June is Nature's gala month, when her world is aglow with the wealth of color she has scattered.

The wild rose, typical of June, may be used as a lesson with the scissors.

"Mary had a little lamb,
That grew to be a sheep,
The wool upon its back became
Too rough and long to keep.

So Mary's lamb did with the rest
Down to the river go,
And soon again, its fleece became
As soft and white as snow.

The shearer came, and with his shears
Cut off the heavy wool.
When Mary's sheep had lost its coat
It was so nice and cool.



The wool that came from Mary's sheep
Was spun and woven, dears
And made into a nice warm coat
That Mary wore for years."

SHEEP TOPICS

Fleece.	Sheep farmer.
Wool.	Sheep dogs.
Shearing.	Care of sheep.
Cleaning.	Kind of sheep.
Carding.	Angora wool.
Spinning.	Orkney sheep.



The pretty little lambs that lie
And sleep upon the grass,
Have none to sing them lullaby,
But the night winds as they pass.

While I, a happy little maid,
Bid dear papa good-night,
And in my crib so warm am laid,
And tuck'd up snug and tight.

Here is a nice warm ball of yarn,
It can be used your socks to darn;
For it you'll have to thank the sheep,
She grew it just for you to keep



How proud we are; how prone to show
Our clothes, and call them rich and new
When the poor sheep, and silk-worm wore,
The very clothing long before.

THE STORY OF THE SILLY LAMB

A lamb that lived in the fold with all the lambs and sheep on the farm, said to his mother, "Mother, may I go out of the fold into the big wide field?"

"No, my child," said the old sheep, "there is a wolf out there, and he might see you. The field you see, is large, and you might be lost there, and not find your way back."

"I do not fear the wolf, and I know I should be able to find my way back," said the poor lamb; "I hate to be shut up in a fold all day and all night."

"Go, go" said his mother, "play with the other lambs, and frisk your long tail. It will be cut off one of these days, and then you will have no tail to frisk; then you will wish for it again."

"Shall I be wise like you when I lose my tail?" said the lamb.

"Yes, you will," said the mother sheep; "lambs grow wise when that time comes. How can you play when you have no tail to play with?"

"That is true," said the lamb, and off he ran to play. But he did not play long, for he went to the side of the fold to look through at the field, and he felt sad that he could not get out. At last, one night he found the gate open, and when the sheep-dog was not near, he ran out and hid among the bushes.

All the sheep and the lambs in the fold went to sleep but the lamb in the field outside ran and jumped in the light of the moon. "Oh this is nice!" said the lamb; "I am glad I came out of the fold. My mother is not so wise as I am, although she has not a tail. Ah! ah! an old sheep is not so wise as a young lamb."

Then he jumped and ran till he was far away from the fold and could not see it. But for a long time he could still hear the sheep-dog say, "Bow-wow." He was close to the fold to watch the sheep. He did not know that one lamb had run off, or he would have said "Bow-wow," and run to find him. At last the moon did not shine, and it grew very dark. The lamb said "I will go to sleep," but he was cold, for the old sheep was not there to keep him warm, and he could not sleep.

Then he got up and went on, but it was so dark that he did not see a bush full of sharp thorns. His wool caught in the thorns, and he could not get out. He began to cry aloud, and then the wild wolf heard him.

"Ah! ah!" said he," a stray lamb; that will be good for me," and he gave such a loud howl that it made the lamb shake with fear, for he knew what it was.

"Oh, poor me!" he said "here is the wild wolf; I shall die, and it will be all my own fault, for I would not mind what my mother said. Oh, if I were only safe back in the fold, I would never leave it again."

Soon the wolf came near; his howl was loud, for it was close by; but some one else heard the wolf howl as well as the silly lamb. It was the dog who took care of the fold. He gave a loud bark and it brought the shepherd with his gun. He, too, heard the lamb cry and the wolf howl, and he ran quickly into the wood. There he found the lamb stuck fast in the bush, and he pulled off the sharp thorns, and spoke kind words to him and took him up in his arms and carried him back to the fold. You may be sure he was glad to be safe again, and to lie down beside his kind mother.

"How now," said the old sheep," where have you been, you silly lamb?"

"I was so foolish as to go out into the fields" said the lamb, "and the wild wolf came up to eat me."

"I said he would come," said the old sheep, "and you now see how foolish it was of you to go out of the fold alone."

"Yes" said the lamb, who still shook with fear. "I was foolish, but I shall be wise now, for I have had half of my fleece torn off, and that must be the same as losing your tail."

"I don't know that," said the old sheep, and then they both went to sleep. But the lamb did not run out of the fold any more, and the wolf had to do without any supper that night, and did not like it at all.

F. G. Sanders, 67 Hazelton Ave., Toronto, Can.

THE INTERNATIONAL KINDERGARTEN UNION

Twenty-Second Annual Convention at San Francisco, August 16 to 22

OFFICERS

President, Mrs. Mary Boomer Page, 54 Scott Street, Chicago.

First Vice-President, Mrs. Margaret J. Stannard, Boston.

Second Vice-President, Miss Marion S. Hanckel, New York.

Recording Secretary, Miss Myra M. Winchester, Washington.

Corresponding Secretary and Treasurer, Miss May Murray, Kindergarten Review, Springfield, Mass.

Auditor, ...Miss Lillian H. Stone, Cincinnati

OFFICIAL HEADQUARTERS

Inside Inn, Exposition Grounds, Panama-Pacific International Exposition.

INTERNATIONAL KINDERGARTEN UNION

The Union holds its annual convention in San Francisco by invitation of the Golden Gate Free Kindergarten Association, Emmanu-El Kindergarten Association, Pioneer Kindergarten Society, Occidental Kindergarten Association, Buford Free Kindergarten Society, Pixley Memorial Free Kindergarten Association, the Mayor of San Francisco, the Panama-Pacific International Exposition through its president, Mr. Charles C. Moore, and the Director of Congresses of the Exposition, Mr. James A. Barr.

LOCAL ORGANIZATION

EXECUTIVE COMMITTEE

Golden Gate Kindergarten Association, Miss Virginia Fitch, president.

Emmanu-El Kindergarten Association, Mrs. E. S. Heller, president.

Pioneer Kindergarten Society, Miss Louis Smith, president.

Occidental Kindergarten Association, Miss Florence Musto, president.

Buford Kindergarten Society, Mrs. A. K. Durbrow, president.

Pixley Kindergarten Society, Mrs. M. J. McDonald, president.

COMMITTEES

Headquarters—Miss Eleanor Davenport, Chairman.

Accommodations—Mrs. Milton Esberg, Chairman.

Places of Meeting—Miss Anna M. Stovall.

Hospitality—Miss Virginia Fitch, Chairman.

Badges—Miss Maud Lissak, Chairman.

Music—Mrs. A. D. Keyes, Chairman.

Press and Printing—Miss Florence Musto, Chairman.

Credentials and Elections—Miss Mary E. Gamble, Chairman.

Local Transportation—Mrs. D. N. Walters, Chairman.

Finance and Advisory—Mrs. T. D. Boardman, Chairman.

PRELIMINARY PROGRAM

Twenty-second Annual Convention of the International Kindergarten Union, San Francisco, California, August 16 to 22, 1915.

PLACES OF MEETING

Inside Inn, Exposition Grounds.
Municipal Auditorium, Oakland, Cal.
Festival Hall, Exposition Grounds.
Civic Center Auditorium, San Francisco.

San Francisco kindergartners and friends who are well acquainted with the city will be on hand every day beginning Monday, August 16, to give information and assist visitors in every possible way.

MONDAY, AUGUST 16

10 A. M. Board Meeting. Inside Inn.

2 P. M. Board Meeting. Inside Inn.

8 P. M. Meeting of Committee of Nineteen. Inside Inn.

TUESDAY, AUGUST 17

Municipal Auditorium, Oakland, Cal.

The I. K. U. meets in conjunction with the Kindergarten Section of the N. E. A.
President, Miss Anna M. Stovall, San Francisco, Cal.
Vice-President, Miss Myra M. Winchester, Washington, D. C.

Secretary, Miss Anna I. Jenkins, Pasadena, Cal.

9.30 A. M. Subject, "Some Immediate Concerns of the Kindergarten."
Industrial Arts.
Child Study.

2 P. M. (Joint Session with I. K. U.)
Subject, "Wider Relations of the Kindergarten."
Kindergarten and Elementary Grades.
Kindergarten Legislation.

8 P. M. Subject, "The Kindergarten at Home and Abroad."
Child Education as a Basis for a new Internationalism.

WEDNESDAY, AUGUST 18

INTERNATIONAL KINDERGARTEN UNION DAY

at the Panama-Pacific International Exposition, Exposition Grounds.

9:30 A. M. Delegates' Day Session.
Invocation.
Music.
Delegates' Procession.
Resume of Work in the Field.
Roll Call of Branch Societies by States or Correlated Groups.
Presentation of I. K. U. Banner to State having Largest Delegation, outside of California.

2:30 P. M.
Music.
Resume of Work in the Union.
Reports of Officers.
Statements of Progress through Chairmen of Standing Committees.
Addresses on our International Relations. (Speakers to be announced.)
Business Announcements, Appointments of Committees.

Reception at California State Building and Symposium—Prominent Speakers.

Hostesses, Kindergarten societies of San Francisco and kindergartners of California.

THURSDAY, AUGUST 19

INTERNATIONAL CONGRESS OF EDUCATION, OAKLAND

Dr. David Starr Jordan, President.

I. K. U. Members are cordially invited to attend.

FRIDAY, AUGUST 20

Exposition Memorial Auditorium,

Civic Center, San Francisco.

9:15 A. M.—10:45 A. M. Conference of Training Teachers and Supervisors. (Admission by card only.)

Chairman, Miss Luella A. Palmer, Assistant Supervisor of Kindergartens, New York City.

11 A. M.—12:30 P. M. Conference of Kindergarten Directors and Assistants. (Not open to Supervisors and Training Teachers.)

Chairman, Miss Mary B. Fox, Department of Education, Utah University, Salt Lake City.

(Subjects and speakers to be announced.)

(Polls open for election of officers till 1 P. M.)

2 P. M. Short Business Session.

Report of Credentials Committee.

Report of Election.

Report of Committee on Time and Place.

Addresses.

The Education of Girls. (Speaker to be announced.)

The Education of Boys. (Speaker to be announced.)

General Discussion.

8 P. M. Subject: "The Relation of the Kindergarten and the Elementary Grades."

Miss Margaret E. Schallenberger, Commissioner of Elementary Education for State of California.

(Second speaker to be announced.)

SATURDAY, AUGUST 21

Exposition Memorial Auditorium.

Civic Center, San Francisco.

9:30 A. M. Subject: "The Kindergarten Curriculum."

(Prominent speakers will take part.)

Afternoon devoted to study of Educational Exhibits.

NATIONAL EDUCATION ASSOCIATION DAY

Festivities on the Exposition Grounds.

SUNDAY, AUGUST 22

Closing Session.

3 P. M. A program to Promote Peace.

Subjects:

"The School Peace League."
Mrs. Fanny Fern Andrews.

"Constructive Peace Measures."
President Joseph Swain, Swarthmore College.

"International Peace through Universal Education."
Hon. P. P Claxton.

"Education for Peace."
President Edwin B. Craighead, University of Montana.

(Other speakers to be announced.)

ANNOUNCEMENTS

The Preliminary Program is issued early in order that all Branch Societies, Associate Members, and friends may be promptly informed so that plans can be made to attend the convention.

I. K. U. DAY AND RECEPTION

The reception will be a delightful climax to a remarkable day in the History of the Union, viz., International Kindergarten Union Day at the Panama Pacific International Exposition. This is the first time the Kindergarten has ever received such recognition. *Be sure to attend.*

EDUCATIONAL EXHIBIT

The progress of education may be studied under remarkable and unusually favorable conditions at the Educational Palace on the Exposition Grounds.

SIGHTSEEING AND SPECIAL TRIPS

Trips to the environs of San Francisco will be conducted by leaders of the Bureau of University Travel.

AFFILIATIONS OF I. K. U.

National Education Association.

National Congress of Mothers.

General Federation of Women's Clubs.

Women's Emergency Peace Organization.

APPEAL TO I. K. U. MEMBERS

Members of all associations affiliated with the I. K. U. are urged to join with local organizations in Belgian or Red Cross relief work, and in local Peace movements.

MAKE YOUR ARRANGEMENTS EARLY

Visitors to San Francisco in the summer should bring medium weight wraps and be prepared to dress as they would in the Middle West or Eastern States during early fall or late spring months.

NOTES FOR DELEGATES

Note change in delegate's ticket. No tickets are transferable. Each delegate must be officially appointed by her branch, and must present delegate's ticket, properly filled out, at registration room.

Names of delegates should be sent beforehand to Mrs. Margaret J. Stannard, 19 Chestnut St., Boston, Mass., chairman delegates' day.

The name and special interests of each individual branch should be shown on banners or transparencies. All branches are asked to help in making the delegates' procession full of color, interest, and enthusiasm.

The I. K. U. prize banner, won by Illinois in 1914, will be given to the state having the largest delegation, California excepted.

LIST OF HOTELS IN SAN FRANCISCO

INSIDE INN (Official Headquarters), Exposition Grounds.

European Plan. Single room without bath, $2.00, $2.50, $3.00, with bath, $3.00, $4.00, $5.00. Double room without bath, $3.00, $3.50, $4.00; with bath, $4.00, $5.00, $7.00. Breakfast, 75 cents. Lunch, 1.00. Dinner, $1.50. Also a la carte service.

Admission fee 50 cents per day will be added to the rate. Hotel card entitles guest to readmission to Exposition grounds as many times a day as is desired.



BELLEVUE HOTEL

THE BELLEVUE, Geary and Taylor Streets. Exposition cars pass door.

European Plan. All rooms with bath. Two persons in room, $4.00, $5.00, $6.00. Breakfast, 50 cents, 75 cents, $1.00. Luncheon, 75 cents. Dinner, $1.25. Also a la carte service.

THE RAMONA, 174 Ellis Street.

European Plan. All rooms with bath. Rates, $1.50 a day and up. Breakfast, a la carte service. Luncheon, 50 cents. Dinner, 75 cents.

EXPOSITION INN, California and Pierce Streets.

European Plan. Seventy-five cents to $1.00 a day, per person. Weekly rate, $5.00, $7.00, $8.00. Meals a la carte.

WOMEN'S HOTEL, 642 Jones Street.

No dining room. All rooms with bath. $1.00 to $1.75 per person, single. $1.00 to $1.50, per person, two in room. $9.00 per week, per person, single. $5.00 to $7.50, per week, per person, two in room.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION, 1259 O'Farrel Street.

Room and board, $1.25 a day.

Visitors desiring accommodations at the hotels must secure the same by direct communication with the hotel managers, and reservations should be made early.

Applications for list of other hotels or for accommodation in boarding houses may be addressed to the chairman of the committee and should state rate per day, with or without meals.

MRS. MILTON ESBERG,
560 Union Street,
San Francisco.

MAKE YOUR RESERVATIONS EARLY



INSIDE INN

THE CLIFT, Geary and Taylor Streets. Cars pass door direct to Exposition grounds.

European Plan. Single room, $3.00, $4.00. Two persons in room, $5.00, $6.00. Breakfast, 75 cents. Luncheon 75c; Dinner, $1.00; Sundays, $1.25. Also a la carte service.



HOTEL RAMONA



EXPOSITION INN

I. K. U. AFFILIATIONS

National Education Association.
National Congress of Mothers.
General Federation of Women's Clubs.
Women's Emergency Peace Organization.

APPEAL TO I. K. U. MEMBERS

All members of the I. K. U. are urged to co-operate with local organizations for Belgian relief and Red Cross work, and with local peace movements.

I. K. U. PEACE COMMITTEE

Miss Annie Laws, Miss Anna Littell, Miss Alice Temple, Mrs. Alice O'Grady Moulton, Miss Elizabeth Harrison, Miss Nina Vandewalker, Miss Luella Palmer, Miss Grace Mix, Miss Frances Newton, Miss Grace Brown, Mrs. M. B. B. Langzettel, Mrs. Bertha Payne Newell, Hon. P. P. Claxton, Mrs. Fanny Fern Andrews, Mrs. Edwin D. Mead.

All the members of this committee are urged to enlist in the constructive movement for propagating the ideals of peace.

"In time of war prepare for peace." A pro-movement is stronger than an anti-movement. Peace is our slogan and not anti-war. To enlist for peace is to join the army of the future. The little children of this country and of all countries should be enrolled in this great army. Kindergartners may help in this enrollment.

The committee earnestly asks for original songs and games from kindergartners to take the place of our soldier songs and marching games which introduce the martial element. Such contributions will be welcomed in this magazine.

Kindergartners are also urged to discuss in mothers' meetings and among themselves the effects on children of military toys such as soldiers, cannon, and toy pistols, and to advise substitutes. Picture books such as The Child's A. B. C. of War, The Crown Prince's First Lesson Book, and Wicked Willie foster the spirit of antagonism and revenge and are not desiable influences in child life. Pictures and rhymes which repeat the song of peace and good will of a Christian world are essential in creating the right atmosphere for childhood.

The kindergarten teaches the brotherhood of man through its plays, its group work, and its lessons of service and humanity. This brotherhood includes people of all races and climes. The children of all nations are within our schools and in our kindergartens. They belong in this brotherhood as do their little brothers and sisters over the seas. A word peace is possible when the world's children are trained into teh idea of universal brotherhood. The kindergarten is the place where this training begins.

All kindergartners are advised to secure and circulate peace literature and to ally themselves with the local peace party. The peace movement is essentially a woman's movement, as the women and children bear the great burdens of war. Literature may be secured at the World Peace Foundation, 40 Mount Vernon street, Boston, or the American School Peace League, 405 Marlborough street, Boston. The members of the peace committee are urged to contribute definite and practical suggestions in the columns of this magazine which will aid in the peace movement.

LUCY WHEELOCK,
Chairman Peace Committee.

OFFICIAL TOUR

The official trip to the Pacific Coast will be under the auspices and leadership of the Bureau of University Travel, leaving Chicago August 1. The officers of the Union heartily indorse the plan of this tour. The trip via the Canadian Rockies is beautiful beyond description, and any one who is so fortunate as to enjoy the marvels of its scenery under conditions of such comfort as are offered by the Bureau will double the value of her vacation. The itinerary is a comprehensive one, as it includes in addition to the Canadian Rockies the advantages of a tour in Southern California and the Grand Canyon of Arizona. Large economy of time will be gained in attending the Exposition and the Convention, as well as in travel arrangements, by registering under the auspices of the Bureau of University Travel. Printed itineraries and information may be obtained from the Secretary, Miss May Murray, Kindergarten Review, Springfield, Mass.

Bangor, Me.—The sixth meeting in the course arranged by the kindergarten teachers of the city for mothers of children in all grades, from the kindergarten through the high school, was addressed by State Superintendent Payson Smith on April 27 in the assembly hall of the high school.

Mr. Smith recognizes that there is much of worth in every boy and girl, he sympathetically enters into the life of childhood and youth and in an optimistic and convincing manner presents his opinions upon educational topics. His subject was an important one.

Boise, Idaho, is exemplifying the get-together spirit in promoting evening meetings in the schools. The Board furnishes light (putting in extra fixtures in several buildings), pianos and janitor service free for any evening's entertainment. At four schoolhouses in different sections of the city one entertainment a week is given, these being furnished once a fortnight by a joint committee from the three large women's clubs of Boise and in the alternating weeks by the mothers' circles. Representatives from the mothers' circles are present at each meeting to care for the smaller children.

Country schools in Washington State are specializing in warm lunches. The teachers are trained in household arts and the school lunch is used not only to better the physical condition of the pupils but to teach domestic science.

They that will not be counseled can not be helped.—*Benjamin Franklin.*

BOOK NOTES

METHODS FOR ELEMENTARY AND SECONDARY SCHOOLS. By E. L. Kemp, Sc. F., Litt. D. Cloth, 311 pages. Price $1.25. Published by J. B. Lippincott Co., Philadelphia, Pa.

This is volume 13 of the famous Lippincott's Educational series. Edited by Martin G. Brumbaugh, Philadelphia, and is a volume of much interest to educators, especially those whose work falls along the line of elementary training.

ANDERSEN'S FAIRY TALES. New edition. Edited by J. H. Stickney with illustrations by Edna F. Hart. First series. 12mo. cloth, 300 pages, 45 cents. Second series. 12mo, cloth, 368 pages, 45 cents.

This new edition of Andersen's "Fairy Tales" in the classics for children series presents these enjoyable stories in a more attractive form than ever. A distinctive feature is the helpful grouping of the stories. The first volume includes only stories with a genuine appeal to the youngest readers of fairy tales carefully selected and adopted to the reading of the growing child, while the second gathers together those stories in which the somewhat older child of the fifth to eighth grades will find delight. Together the volumes contain all the old favorites and many others of equal worth that are not so familiar.

Hans Andersen's "Fairy Tales" will be one of the most popular books for children as long as books are read.

The present edition forms a valuable acquisition to the classics for children. For library or supplementary reading it has no superior.

FAIRY PLAYS FOR CHILDREN, By Mabel R. Goodlander, instructor of primary children in the Ethical Culture School, New York City. Illustrated with 32 half tones from photographs. Cloth, 137 pages. Price, $0.40. Rand McNally & Company, Chicago and New York.

It is almost as natural for a child to imitate as to breathe; therefore much school dramatic work proves to be but the staging of everyday example and expeience. But fairy plays for children opens out a broader vista, calling for exercise of the imagination and for originality of concept and interpretation. There is no precedent of daily practice for the child's impersonation of elves and gnomes and dwarfs and brownies, so the inventive dramatic spark is ignored, producing spontaneous action and untrammeled characterization.

The nine plays which compose this dramatic reader are conveniently graded to suit the needs of advancing pupils. Teachers who find it difficult to secure appropriate music will be delighted at the inclusion of examples of accompaniment for such dances and drills as may be introduced to permit a number of little folk to take an active part in the performance.

The stories are all familiar, and such as cater least to self-consciousness, while the "Suggestions to Teachers" advocate the simplest costuming and accessories to produce an effect.

ALL FOR THE LOVE OF A LADDIE. By C. Y. and H. W. Douglass. Cloth, 323 pages. Price $3.00 postpaid. Send M. O. to Bertha Johnston, 389 Clinton St., Brooklyn, N. Y.

We learn from the title page that this charming book is "written for children and those who love them," and we feel the truth of this statement in every delightful sentence. We further read, that The Scene is—God's Out-of-Doors. Time—From Spring to Autumn. Aim—Perfection: Mental, Moral and Physical. This a pretentious claim, some readers will be thinking, but such is its spirit and style, that the book stands out conspicuously, even among the many attractive ones that the presses yield every month. Little Laddie is ordered to the country by the family physician who advises: "Give the child plenty of pets, and turn him loose in the place—and Mother Nature will do the rest." Father and Mother seek and find the right place and Laddie is told that every bird, tree, flower and stone has an interesting story to tell those who love them but that he must "*listen carefully* and *watch closely*. That is all that is necessary." Succeeding chapters relate the truly interesting, enlivening and informing conversations which Laddie overhears or in which he participates. For one thing, after overhearing the orators at a Convention of flies, declaim against mankind their wrongs, and plan how to retaliate, he learns so much about their habits that he determines, never again to leave the screen door open. The story of the maternal Plymouth Rock hen, and that of the homesick Alpine goat awaken his sympathies. And in the closing chapter, the Giant (a tree) explains to the Laddie the Great Lesson which all must eventually learn. In each case, the animal speaks for himself—life is seen as viewed from his standpoint, and the facts presented are scientifically true. It is evident that the authors combine a great love of and sympathy with Nature, with insight into the spirit of childhood, together with a quiet humor and a natural, easy style of writing. It is a book for parent as well as child; read together it will strengthen the bond between the two. It will prove a boon to the mother desiring to nurture in the child those traits which will conduce both to his own happiness and peace, and to the happiness of all with whom he comes in contact. One mother of a wee infant, was so much impressed by the book that she made it the first in the library she has started for the child, realizing its value as an aid to correct observation and right feeling.

In externals, it is a model of the publisher's art; paper, type and arrangement are all that could be desired. There are twelve beautiful illustrations in color, and each chapter is introduced by appropriate verses and an attractive pen-drawing of the subject of the following story. The same pictures appear upon the handsome cover. The child who possesses it is to be congratulated.

BOSTON, MASS.—The Lucy Wheelock Kindergarten Alumnae Association met April 24 at the South End House, where they were addressed by Robert A. Woods and Miss Bruce, both of the house. The members also visited the kindergarten of the settlement, in which the association is especially interested and of which Miss Grace T. Poole is in charge. Music was furnished by children from the music school settlement.

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17 American Kingfisher
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20 Cardinal, or Red Bird
21 Bluebird
22 Barn Swallow
23 Brown Thrasher
25 Bobolink
28 American Crow
27 Flicker
29 Meadow Lark
30 Great Horned Owl
31 Rose-breasted Grosbeak
35 American Red Crossbills
38 Bohemian Waxwing
39 Long-billed Marsh Wren
41 Screech Owl
42 Orchard Oriole
43 Marsh Hawk
47 Indigo Bird
48 Night Hawk
49 Wood Thrush
50 Catbird
51 Yellow throated Vireo
52 American Mockingbird
54 Ring-billed Gull
55 Logger-head Shrike
58 Baltimore Oriole
57 Snowy Owl
58 Scarlet Tanager
61 American Bald Eagle
63 Mallard Duck
65 Canvas-back Duck
66 Wood Duck
68 American Woodcock
76 Skylark
78 Evening Grosbeak
79 Turkey Vultnre
81 Summer Yellow Bird
82 Hermit Thrush
88 Song Sparrow
84 Yellow-billed Cuckoo
85 Ruby-throated Humming Bird
86 House Wren
87 Phoebe
88 Ruby-crowned Kinglet
89 Mourning Dove
90 White-breasted Nuthatch
92 Goldfinch
93 Chimney Swift
95 Yellow-bellied Sapsucker
96 Warbling Vireo
97 Wood Pewee
100 Kingbird
101 Summer Tanager
105 Wild Turkey
108 European Kingfisher
109 Vermilion Flycatcher
111 Mountain Bluebird
112 English Sparrow
121 Crowned Pigeon
123 Fox Sparrow
124 Bob-white
125 Passenger Pigeon
126 Short-eared Owl
128 Mountain Partridge
131 Purple Finch
132 Red-bellied Woodpecker
133 Sawwhet Owl
134 Black Swan
137 Black Duck
142 American Sparrow Hawk
144 Scaled Partridge
148 Nightingale
157 Double Yellow-headed Parrot
158 Magnolia Warbler
159 Great Blue Heron
162 Canada Goose
163 Brown Creeper
164 Downy Woodpecker
165 Old Squaw Duck
167 Arkansas Kingbird
172 Prairie Hen
180 Loon
199 Red-headed Duck
212 Hnmming birds
214 California Vulture
229 Whippoorwill
238 Tufted Titmonse
242 American Barn Owl
261 Golden-winged Warbler
262 Mourning Warbler
278 Rooster and Hen
284 Canary
293 Lyra Bird
294 Cowbird
313 Peacock
315 Ruddy Duck
327 Western Blue Grosbeak
329 Magpie
332 Ring-necked Dove
335 Raven
349 Vesper Sparrow
350 Domestic Fowls
427 White-throated Sparrow
435 Tree Sparrow
493 Pairie Warbler
499 Carolina Chickadee
505 Palm Warbler
508 Grasshopper Sparrow
553 English Robin Redbreast
618 Golden Eagle
624 Black Vulture
650 Ostriches
651 Glossy Starlings
652 Golden Phesants
653 Pine Grosbeaks and Crossbills
654 Birds of Paradise
655 Macaws
656 King Penguins
657 Weaver Birds
658 Quezals, or Resplendent Trogons

ANIMALS

170 Black Wolf
171 Red Squirrel
174 Gray Rabbit
178 Coyote
179 Fox Squirrel
182 American Red Fox
184 Mountain Sheep
188 Raccoon
190 American Gray Fox
191 Gray Squirrel
203 American Otter
205 Canadian Porcupine
209 African Lion
211 Flying Squirrel
218 Skunk
217 Chimpanzee
218 Puma
223 Snapping Turtle
234 Northern Hare
238 Common Ground Hog
248 Kangaroo
247 Swift Fox
255 Pointer Dog
268 Chipmunk
295 Wild Cat
300 Black Squirrel
308 Oopher
309 Mink
317 Muskrat
338 Opossum
342 Brittany—(Cows)
397 Black Bear
405 Beaver
421 Buffalo
430 Indian Elephant
481 Walrus

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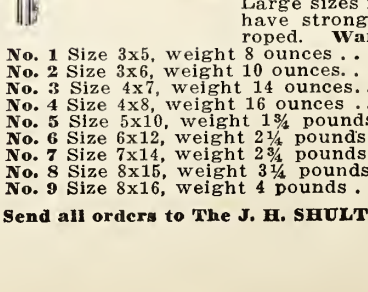
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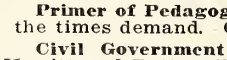
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TRUTHS FOR TO-DAY.

ABSTINENCE.—Always rise from the table with an appetite, and you will never sit down without one.—*Penn.*

ACTION.—The acts of this life are the destiny of the next.—*Eastern Proverb.*

ADVERSITY.—Adversity is the diamond dust Heaven polishes its jewels with.—*Leighton.*

Heaven often smites in mercy, even when the blow is severest.—*Joanna Baillie.*

Sorrows remembered sweeten present joy.—*Pollok.*

ADVICE—Let no man presume to give advice to others who has not first given good counsel to himself.—*Seneca.*

AGE.—A graceful and honorable old age is the childhood of immortality.—*Pindar.*

No snow falls lighter than the snow of age; but none lies heavier, for it never melts.—*L. M. Child.*

AGITATION.—Agitation is the method that plants the school by the side of the ballot-box.—*Wendell Phillips.*

AMBITION.—Ambition is like love, impatient both of delays and rivals.—*Denham.*

AMUSEMENTS.—Dwell not too long upon sports; for as they refresh a man that is weary, so they weary a man that is refreshed.—*Fuller.*

ANCESTRY.—Every man is his own ancestor, and every man is his own heir. He devises his own future, and he inherits his own past.—*H. F. Hedge.*

ANGER.—Anger begins in folly, and ends in repentance.—*Pythagoras.*

He that would be angry and sin not, must not be angry with anything but sin.—*Seeker.*

ANXIETY.—Let us be of good cheer, remembering that the misfortunes hadrest to bear are those which never come.—*J. R. Lowell.*

APOLOGIES.—Apologies only account for the evil which they cannot cure.—*T. L. Cuyler.*

ASPIRATION.—The desires and longings of man are vast as eternity, and they point him to it.—*Tryon W. Edwards.*

ASSOCIATES.—Tell me with whom thou art fond, and I will tell thee who thou art.—*Goethe.*

ATTENTION.—The power of applying attention, steady and undissipated, to a single object, is the sure mark of a superior genius.—*Chesterfield.*

AVARICE.—Avarice is to the intellect and heart, what sensuality is to the morals.—*Mrs. Jameson.*

AVARICE.—Avarice is the vice of declining years.—*Bancroft.*

BABBLER.—Fire and sword are but slow engines of destruction in comparison with the babbler.—*Steele.*

BASHFULNESS.—Bashfulness is an ornament to youth, but a reproach to old age.—*Aristotle.*

BEAUTY.—The best part of beauty is that which no picture can express.—*Bacon.*

That which is striking and beautiful is not always good; but that which is good is always beautiful.—*Ninon de l'Enclos.*

BEHAVIOR.—Behavior is a mirrior in which every one displays his image.—*Goethe.*

BENEVOLENCE.—In this world it is not what we take up, but what we give up, that makes us rich.—*H. W. Beecher.*

BIBLE.—The Bible is a window in this prison of hope, through which we look into eternity.—*Dwight.*

BIGOTRY.—Bigotry murders religion to frighten fools with her ghost.—*Colton.*

BLUSH.—The blush is nature's alarm at the approach of sin, and her testimony to the dignity of virtue.—*Fuller.*

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BRIBERY.—The universe is not rich enough to buy the vote of an honest man.—*Gregory.*

BUSINESS.—It is a wise man who knows his own business; and it is a wiser man who thoroughly attends to it.—*H. L. Wayland.*

CALAMITY.—He who foresees calamities suffers them twice over.—*Porteus.*

CANDOR.—Candor is the brightest gem of criticism.—*Disraeli.*

Candor is the seal of a noble mind, the ornament and pride of man, the sweetest charm of women, the scorn of rascals, and the rarest virtue of sociability.—*Sternac.*

CENSURE.—Censure pardons the ravens, but rebukes the doves.—*Juvenal.*

We hand folks over to God's mercy, and show none ourselves.—*George Eliot.*

CHARACTER.—A good name is rather to be chosen than great riches, and loving favor rather than silver and gold.—*Solomon.*

If I take care of my character, my reputation will take care of itself.—*D. L. Moody.*

CHARITY.—Give work rather than alms to the poor. The former drives out indolence, the latter industry.—*Tyron Edwards.*

CHILDHOOD.——Childhood shows the man, as morning shows the day.—*Milton.*

Children have more need of models than of critics.—*Joubert.*

CHRISTIANITY.—Christianity is the good man's text; his life, the illustration.

CLEANLINESS.—Cleanliness of body was ever esteemed to proceed from a due reverence to God.—*Bacon.*

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COMMON SENSE.—Common sense is the knack of seeing things as they are, and doing things as they ought to be done.—*C. E. Stowe.*

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